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ABSTRACT

This 354-item annotated bibliography is intended to help teachers improve the educational experiences of diverse student bodies. Research reports, journal articles, books, and audiovisual materials are briefly described that focus on effective teaching methods for use with minority group students, special needs students, and females. The following sections are included: (1) "Effective Instruction/Effective Schools," which covers assessment, time-on-task and wait-time, and questioning and cognitive instruction; (2) "Teacher Expectations and Student Performance"; (3) "Tracking, Ability Grouping, and Individual Instruction"; (4) "School and Classroom Climate/Student Motivation and Self-Concept," which focuses on the role of praise, remediation, acceptance criticism, nonverbal behavior, and parent participation; (5) "Culture and Learning Styles"; (6) "Educating Black Children"; (7) "Educating Hispanic Children"; (8) "Teaching Reading, Speech, History, and Language Arts"; (9) "Teaching Mathematics and Science"; (10) "Counseling"; (11) "Discipline"; (12) "Special Education"; and (13) "Bibliographies." (FMW)

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Effective Schools For Culturally Diverse Students: An Annotated Bibliography

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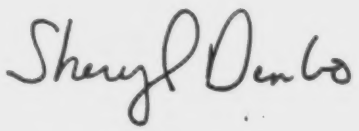
Acknowledgments

The need for an annotated bibliography on effective schools that focused on equity emerged from our four to six month teacher expectations training manual, *Improving Minority Student Achievement: Focus on the Classroom*. Participants and trainers requested specific resources that could be used in their efforts to improve the educational experiences of an increasingly diverse student body. It is our hope that this annotated bibliography will become that resource.

There were many people who helped with this publication. We wish to thank: John Bishow, Donna Penn Donaldson, Mark Heil, Sandeep Jain, Carolyn Kingsley, Margaret LaRocca, Cindy Mahrer, Julie Marshall and Evelyn Shields.



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1990

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I. Effective Instruction/ Effective Schools

A. General

Blair, Timothy R. "Teacher Effectiveness: The Know-How to Improve Student Learning." *Reading Teacher* 38 (November 1984): 138-42.

Discusses the seven fundamentals of effective instruction: (1) time use; (2) diagnosis; (3) direct instruction; (4) transfer of skills; (5) flexible grouping; (6) positive mind set; and (7) classroom management.

Block, Alan W. *Effective Schools: A Summary of Research. ERS Research Brief.* Alexandria, VA: ERIC Document Reproduction Service, ED 240 736, 1983.

This review summarizes and analyzes the body of research on the characteristics of effective schools in addition to early input-output research, which implied that the determinants of student achievement lay chiefly outside the control of the schools. Chapter 1 discusses patterns in the results of input-output studies. Chapter 2 answers the question "Do Schools Matter?" Chapter 3 provides the findings of effective schools research. Listed in chapter 4 are major criticisms of effective schools research, and chapter 5 summarizes the key points of the preceding chapters.

Borich, Gary D. and others. *What the Teacher Effectiveness Research Has to Say About Teaching Practices and Student Performance. R & D Rep. No. 5069.* Alexandria, VA: ERIC Document Reproduction Service, ED 189 077, 1979.

This research report examines various teacher and student behaviors and their effects on academic achievement. The first half of the report details research limitations, cognitive and affective aspects of learning, socioeconomic status as a predictor of achievement, teacher functions, and a conceptual model for examining pupil experience. The second half interprets the research results. Factors having a positive correlation to student achievement are time, student participation and cooperation, direct teaching methods, praise, and teacher use of evaluative feedback.

Brandt, Ron. "On School Improvement: A Conversation with Ronald Edmonds." *Educational Leadership* 40 (December 1982): 12-15.

Research-reformer Ronald Edmonds believes he knows why some urban schools teach poor children successfully. In this interview Edmonds elaborates on his list of the five characteristics of effective schools.

Brookover, Wilbur, and others. *Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.* Alexandria, VA: ERIC Document Reproduction Service, ED 229 457, 1982.

This book is a set of inservice, staff training modules designed to help teachers, administrators, and auxiliary staff produce high levels of achievement regardless of the socioeconomic level or ethnic make-up of the student population. It operationally defines school learning climate as attitudinal and behavioral patterns which impact on the level of student achievement.

Cangelosi, James S. *Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series*. Alexandria, VA: ERIC Document Reproduction Service, ED 250 278, 1984.

Examples are given of classroom situations which pose challenges or problems for teachers. The reasons the problems arose are discussed, and alternative suggestions are made for handling them. Discussions include classroom interactions among teachers and students in these areas: (1) using students' time efficiently; (2) classroom arrangement and teacher mobility during class-time activities; (3) securing students' interest in problem-solving lessons and involving all students in the lessons; (4) establishing rules of conduct, clarifying the purposes of rules and communicating and enforcing rules.

Canner, Jane, and Guttenberg, Richard. "The New York City School Improvement Project." *Social Policy* 15 (Fall 1984): 18-20.

The School Improvement Project demonstrates that gains in student achievement and staff attitudes can be made when schools rigorously implement activities addressing the five "Edmonds Factors." These factors are (1) strong administrative leadership; (2) emphasis on basic skills; (3) an orderly school climate; (4) ongoing student assessment; and (5) high teacher expectations.

Codianni, Anthony V., and Wilbur, Gretchen. *More Effective Schooling from Research to Practice, ERIC/CUE Urban Diversity Series No. 83*. Alexandria, VA: ERIC Document Reproduction Service, ED 236 299, 1983.

The purpose of this paper is to identify those programs and processes currently using the components, factors, and behaviors that have been described in the literature as characteristic of more effective schools, and to synthesize findings from these programs and processes carrying out effective schooling practices.

Dabney, Norma, and Davis, Ave. *An Ethnographic Description of a Successful Innercity School and Its Community. Final Report*. Alexandria, VA: ERIC Document Reproduction Service, ED 220 546, 1982.

This is an ethnographic report on a poor, Black-populated, innercity school that is considered effective in an environment where others are failing. Positive community perceptions of the school and data on student achievement served as indicators of school effectiveness. From the study, some factors believed to influence school success were identified: strong leadership; high expectations; emphasis on reading, writing, phonics, and spelling; careful evaluation; and parent involvement. It was suggested that the effectiveness of the teacher was due to strong leadership, organizational and monitoring skills.

Denbo, Sheryl, and others. *Color Our Children Carefully. A Guide to Equity and Excellence in Education*. Washington, DC: The Mid-Atlantic Center for Race Equity, The American University, 1982.

The information in this packet can assist educators in their efforts to create and sustain effective schools for all students. The articles in Section I, "Overview and Resources," contain statistical profiles assessing minority progress, research information on the effects of desegregation, and practitioner-oriented lists of resource materials and organizations. The articles in Section 2, "Issues and Strategies," contain summaries of significant research findings and practitioner-oriented strategy checklists based on the research.

Denbo, Sheryl, and Ross, Marlene. *The Effective Principal: Achieving Equity and Excellence in Schools*. Washington, DC: The Mid-Atlantic Center for Race Equity, The American University, 1984.

This publication is designed to assist principals in improving school effectiveness through a well-planned, well-executed program of staff supervision and curriculum development. The document is organized into four major areas: first, the need for the principal to provide strong curriculum leadership; second, suggestions are made as to how a principal can communicate high expectations for student and teacher performance; next, how to encourage equity and excellence is discussed; and finally, ways that a principal can help to maintain a positive school climate are considered.

Everson, Susan T. *School Effectiveness: Overview of the Research*. Alexandria, VA: ERIC Document Reproduction Service, ED 252 507, 1983.

Presents an overview of school effectiveness research which has identified characteristics of academically successful schools. Such topics as the way educators manage time, assign students, define curriculum, determine class size, organize schools, and assess achievement are discussed. This report focuses upon three critical areas in the school function: teaching, curriculum and assessment. Building level or school level management are also examined. Studies on school climate, leadership quality, teacher expectation, school monitoring systems, and consensus on academic goals in schools are discussed.

Forehand, Garlie A., and others. *Conditions and Processes of Effective School Desegregation: Final Report*. Alexandria, VA: ERIC Document Reproduction Service, ED 131 155, 1976.

This study focuses on school characteristics that distinguish between schools that are more effective and less effective in achieving positive results of desegregation. Effectiveness is defined by measures of student achievement and race relations. The findings support the following conclusions: (1) some school conditions are systematically related to favorable outcomes of integrated schooling over a wide range of socioeconomic, demographic, and geographic conditions; (2) some of the conditions associated with successful integration are under the control of school personnel.

Good, Thomas L., and Hinkel, Gail M. *Schooling in America: Some Descriptive and Explanatory Statements*. Alexandria, VA: ERIC Document Reproduction Service, ED 228 246, 1982.

This paper briefly characterizes schooling in America in broad terms, describes what is known about the relationship between teacher behavior and student behavior, and explains why certain classroom characteristics are related to student achievement. The paper describes classroom practices in American schools, based in part upon selected papers that have been presented to the National Commission on Excellence in Education. The research indicates that teachers vary in their effectiveness and that classroom life is related to student achievement.

Hollins, Etta Ruth. "The Marva Collins Story Revisited: Implications for Regular Classroom Instruction." *Journal of Teacher Education* 33 (January/February 1982): 37-40.

Marva Collins' teaching style includes positive reinforcement, high teacher expectation, high motivation, and love. Cultural congruence, or the relationship between curriculum and the pupil's cultural experiences outside the school, is also a significant factor. Although she uses a traditional curriculum, Ms. Collins' success lies in the integration of the family, peer group, and church with instruction.

Kaser, Joyce. *Guidelines for Effective Teaching: Every Child Deserves a Chance*. Washington, DC: The Mid-Atlantic Center for Race Equity, The American University, 1984; Alexandria, VA: ERIC Document Reproduction Service, ED 259 043, 1984.

Guidelines for effectively teaching minority students, Grades K-6, are presented in this manual. The six principles are that every child can learn if you (1) have high expectations for all of your students; (2) approach instruction systematically with clear goals and objectives, emphasizing time-on-task and achievement; (3) offer instruction that is multiculturally based; (4) accurately assess student achievement and use that data appropriately; (5) establish a positive classroom climate; and (6) establish a positive home-school relationship.

Kaser, Joyce. *It's Your Right!* Washington, DC: The Mid-Atlantic Center for Sex Equity, The American Unversity, 1984.

Designed for students enrolled in courses nontraditional to their sex, this booklet alerts young women and men to their educational rights. It also suggests what they should do if they think their rights have been violated. The material is presented in an attractive, easy-to-read format, to appeal to junior high and high school students.

Lezotte, Lawrence W., and Bancroft, Beverly A. "School Improvement Based on Effective Schools Research: A Promising Approach for Economically Disadvantaged and Minority Students." *Journal of Negro Education* 54 (Summer 1985): 301-12.

A promising approach to school improvement for disadvantaged students is based on effective schools research, focuses on quality and equity, considers previous research, and is data driven. It draws from specific premises, such as the purpose and effects of schooling, and calls for specific steps toward improving instruction and achievement.

McGreal, Thomas L., and McGreal, Kathy M. "Practical Implications of Current Teaching Research: Part 1—The Importance of Climate to Achievement." *Illinois Teacher of Home Economics* 27 (January/February 1984): 112-116.

Provides a sample of the type of practical teaching behaviors that have emerged from the current research on teaching.

Murphy, Joseph F., and others. *Academic Press: Translating High Expectations into School Policies and Classroom Practices*. Alexandria, VA: ERIC Document Reproduction Service, ED 272 636, 1982.

Academic press constitutes the schoolwide environmental force pressing for student achievement, including school policies, practices, expectations, norms, and rewards. This article shows how academic press is created and how high expectations are communicated to students.

National Coalition of Advocates for Students. *New Voices: Immigrant Students in U.S. Public Schools*. Alexandria, VA: ERIC Document Reproduction Service, ED 297 063, 1988.

Many schools discourage immigrant children from enrolling; once inside the schoolhouse, these children continue to experience barriers to a comprehensive and effective education. Quotations from students, teachers, parents, administrators, and professionals from national and community organizations illustrate the text. Appendices describe the methodology used in forming this report, provide a questionnaire to help determine whether a child should be placed in a special education program, survey laws pertaining to the education of immigrant children, and list references.

Project: Ways to Improve Education in Desegregated Schools (WIEDS). Final Interim Report. Alexandria, VA: ERIC Document Reproduction Service, ED 209 411, 1980.

The purpose of the WIEDS Project (Ways to Improve Education in Desegregated Schools) was to develop a model and guidelines for use in planning inservice education programs to promote integration. This final report examines the procedures and methodology used for achieving the objective, the results of data analysis, and conclusions and recommendations for future research and action.

Reinhartz, Judy, ed. *Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series*. Alexandria, VA: ERIC Document Reproduction Service, ED 250 279, 1984.

This collection of seven articles focuses on the themes of 10 workshops that comprise an inservice training program, Effective Teaching and the Cooperative Classroom. In "Research in Teacher Effectiveness," Georgea M. Sparks traces the research findings on effective teaching practices and educational outcomes during the last 15 years, and briefly summarizes the research on cooperative group learning strategies. In "Curriculum and Effective Teaching," John I. Goodlad presents information from his study on schools and discusses the prerequisites of effective teaching and the cooperative classroom.

Sadker, Myra. *The Report Card #4: Women in Educational Administration*. Washington, DC: The Mid-Atlantic Center for Sex Equity, The American University, 1985.

Summarizing current research, this report card graphically displays the decline of women as educational leaders. It also presents a profile of the "typical" female administrator, studies of administrator effectiveness and the barriers faced by women in administration.

Sadker, David and Myra. *The Report Card #1: The Cost of Sex Bias in Schools and Society*. Washington, DC: The Mid-Atlantic Equity Center, The American University, 1989.

Illustrates the damaging impact that both girls and boys suffer because of sex bias in society and in education. Despite the years after the passage of Title IX of the Education Amendments of 1972 (the law that prohibits sex discrimination in schools receiving federal financial assistance), gender inequities continue to permeate schools. This publication compares boys and girls with regard to academic achievement, psycho-social and physical development, career goals and family relationships.

Shaffer, Susan Morris. *Screening Educational Equity: A Filmography*. Washington, DC: The Mid-Atlantic Equity Center, The American University, 1989.

An annotated list of films, filmstrips and videocassettes for classroom teaching and staff development on a variety of multicultural, educational and equity areas. Race, gender, and national origin issues are highlighted.

Sizemore, Barbara, and others. *Developing Effective Instructional Programs*. Alexandria, VA: ERIC Document Reproduction Service, ED 294 950, 1987.

A group of three conference papers, all addressing effective instructional programs, is presented in this document. The first paper, entitled "The Organization—A Viable Instrument for Progress" (Barbara Sizemore), addresses the subject of high-achieving, predominantly Black elementary schools. The second paper, "Equity, Relevance, and Will" (Kati Haycock), asserts that equal opportunity does not exist: schools that serve minority children have fewer resources than other schools, and tracking often sorts minorities into lower ability groups. The third paper, "Effective Instructional Approaches to Bilingual Education" (Fred Tempes), describes the California State Department of Education's attempt to implement a consistent pedagogy across bilingual programs in California.

Tuley, Sandra. *Schools for All Children: Recommendations for Including Kentucky's Poor and Minority Children in School Reform*. Alexandria, VA: ERIC Document Reproduction Service, ED 301 614, 1988.

Restructuring of Kentucky's public schools is required if poor and minority children are to be included in school reform. This report provides recommendations for correcting the problems faced by poor and minority students that were identified and discussed in three previous studies. The appendices include the following: 1) a list of Resources for Alternatives to Tracking and Rigid Ability Grouping; 2) a list of Resources for Disciplinary Alternatives; and 3) a copy of Kentucky's Annual Performance Report for Local School Districts.

B. Assessment

Goslin, David A. *The Social Impact of Testing*. Alexandria, VA: ERIC Document Reproduction Service, ED 018 220, 1967.

In addition to questions about the validity of tests as predictors, an important issue is their social effects in four areas: (1) the influence of test scores on the opportunities open to individuals; (2) the influence of test scores on the kinds of advice given in schools and counseling agencies; (3) the effects of such "objective" information on an individual's self-appraisal; and (4) the ultimate effect of such test usage on society. Research indicates that teachers and counselors vary in opinions about reporting of test scores.

Green, Robert L., and Griffore, Robert J. "School Desegregation, Testing, and the Urgent Need for Equity in Education." *Education* 99 (Fall 1978): 16-19.

The poor and the minorities of this nation continue to be subjected to clearly inequitable policies, programs, and conditions. These factors originate in segregated schools, in prevalent practices of educational grouping and tracking, and in low teacher expectations regarding students with low scores on standardized tests.

Gullickson, Arlen R. "Teacher Perspectives of Their Instructional Use of Tests." *Journal of Educational Research* 77 (March/April 1984): 244-48.

A study to investigate attitudes of elementary and secondary school teachers toward testing observed: teachers' knowledge, information desired, student acceptance, external constraints, nature and quality of test information, and evaluative uses. Results show that teachers use tests often, have limited testing expertise, and are concerned about evaluative merits. Research methodology is given.

Hilliard, Asa G. III. "Educational Assessment: Presumed Intelligent Until Proven Otherwise." *Journal of School Health* 50 (May 1980): 256-58.

The practices of education are often treated as analogous to those of medicine, with "testing," "diagnosis," and "treatment." The problem with this comparison is that a learning problem may not be indicative of an "illness" and that educational testing (especially norm-referenced) may be misleading.

Katz, Irwin, and others. "Race of Evaluator, Race of Norm, and Expectancy as Determinants of Black Performance." *Journal of Experimental Social Psychology* 8 (January 1972): 1-15.

When comparison with a white standard was anticipated, scores on a code task were higher with a Black tester than with a white tester, but when comparison with a Black standard was anticipated, the difference between testers was antithetical.

Murray, Howard B., and others. "The Effects of Locus of Control and Pattern of Performance on Teachers' Evaluation of a Student." *Psychology in the Schools* 10 (July 1973): 345-350.

Performance, student evaluation, locus of control, individual characteristics, teacher attitudes, and student-teacher relationships are examined.

Rudner, Lawrence M., ed. *Testing in Our Schools. Proceedings of the NIE Invitational Conference on Test Use (Washington, DC, June 2, 1980).* Alexandria, VA: ERIC Document Reproduction Service, ED 237 579, 1983.

This monograph is designed to produce material for linking testing with instruction. The contents include: (1) "Student, Teacher," and "Measurement Specialist Attitudes Toward Testing—A Summary of Three Surveys," by Michael D. Beck; (2) "Teachers and Testing: A Survey of Knowledge and Attitudes," by James G. Ward; (3) "Elementary Teachers and Achievement Tests," by Leslie Salmon-Cox; (4) "A Survey of the Use of Various Achievement Tests," by Jennie Yeh, Joan Herman, and Lawrence M. Rudner; (5) "Uses of Tests in School Districts," by Mary M. Kennedy; and (6) "Conference Summary, Conclusions, and Recommendations," by Lawrence M. Rudner.

Taylor, Orlando L. "Language Issues and Testing." *Journal of Non-White Concerns in Personnel and Guidance* 6 (April 1978): 125-32.

The thesis is that a test taker's chances for success on a standardized test are related to the similarity between the test taker's linguistic competence and the linguistic presuppositions of the test. This article is adapted from a paper presented at the 1977 Georgetown University Roundtable of Linguistics.

Wallace, Richard C., Jr. *Monitoring Achievement in Pittsburgh (MAP): Assumptions and Components.* Alexandria, VA: ERIC Document Reproduction Service, ED 232 269, 1983.

The testing procedure designed to link instruction and testing in a helping relationship, Monitoring Achievement in Pittsburgh (MAP), consists of five key components: fostering student learning of specific skills; identifying skills for classroom instruction; providing periodic feedback to students and teachers to improve instructional focus; and encouraging administrators to identify and develop instructional strategies and materials, and providing teacher support services.

Williams, Teresa Scotton. "Some Issues in the Standardized Testing of Minority Students." *Journal of Education* 165 (Spring 1983): 192-208.

Examines potential sources of bias in aptitude and achievement testing of minority and, particularly, Black students. Holds that bias in standarized tests cannot be properly understood without reference to the socioeconomic matrix from which it has evolved.

C. Time-on-Task and Wait-Time

"Academic Learning Time in the District of Columbia Public Schools." Alexandria, VA: ERIC Document Reproduction Service, ED 241 538, 1983.

Papers generated for a symposium entitled, "Effectiveness of Stallings' Use of Time Training for Teachers in Washington, D.C." are presented. The initial presentation, "Academic Learning Time: The Current Status of the Stallings' Training" (Geraldine Williams Bethune), reviews the Stallings' research and describes the Academic Learning Time (ALT) program in the District of Columbia.

DeTure, Linda R., and Miller, Ann P. *The Effects of a Written Protocol Model on Teacher Acquisition of Extended Wait-Time.* Alexandria, VA: ERIC Document Reproduction Service, ED 245 923, 1984.

Research has shown that wait-time (the amount of silence between a teacher's question and a student's response) is a part of an interdependent student-teacher interaction system and that the manipulation of this variable has measurable effects. An inexpensive, readily accessible wait-time training model was developed and validated. Results indicate that teachers could significantly increase their wait-time and could reach criteria (3 seconds) in two sessions. This supports the hypothesis that teachers learn and accurately calculate their own wait-time using the written protocol model.

Gooding, C. Thomas, and others. *Development and Field Testing of a Wait-Time Feedback Device for Monitoring and Improving Classroom Interaction.* Alexandria, VA: ERIC Document Reproduction Service, ED 241 482, 1984.

Studies of the pauses between teachers' questions and students' responses have indicated that lengthening wait-time produces significant improvement in intellectual performance. Most efforts to train teachers to use wait-time effectively have met with little success. An electronic device, which provides automatic, continuous monitoring of pauses in classroom dialogue, consists of voice-activated switches, a variable timer, and a system of red and green lights. Field testing has indicated that using the device helped teachers to prolong wait-time in questioning.

Gooding, C. Thomas, and others. *Improving and Encouraging Discussions in the Classroom.* Alexandria, VA: ERIC Document Reproduction Service, ED 229 338, 1983.

In this workshop, a follow-up of an original project on wait-time and classroom interaction, transcripts containing short wait-times were contrasted with ones with longer wait-times. After attending the workshop, teachers were provided with an electronic device which indicated successful pausing (according to a 3 second criterion) following questions and answers. Results showed a strong correspondence between increases in wait-times and percentages of student talk, between wait-times and higher cognitive level questions, and between length of wait-times and length of relevant student discussion contributions.

Graden, Janet, and others. *Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.* Alexandria, VA: ERIC Document Reproduction Service, ED 214 930, 1982.

Studies of how children spend their time in school, how teachers' perceptions and student characteristics affect interactions and the use of time in classrooms, and how the concept of time relates to student achievement were reviewed in preparation for an investigation of the extent to which different groups of children have different learning opportunities. The research reports on studies of time in relation to achievement, and studies of teacher-student interaction and student response as dependent on varying teacher expectations and student characteristics.

Halasz, Ida M. *Relating Student Time-on-Task to Teacher Behaviors and Classroom Variables in Secondary and Postsecondary Vocational Education.* Alexandria, VA: ERIC Document Reproduction Service, ED 237 742, 1984.

This project by the National Center for Research in Vocational Education (Ohio State University) investigated time-on-task in vocational and technical classes. During the first year of the project, researchers used the direct observation method to collect time-on-task data. In the second year, the researchers observed the activities of 152 secondary and 328 postsecondary students. Based on these observations, a series of recommendations aimed at secondary and postsecondary vocational teachers was formulated to help these teachers improve their approach to increasing student time-on-task.

Rowe, Mary Budd. "Reflections on Wait-Time: Some Methodological Questions." *Journal of Research in Science Teaching* 11 (1974): 263-279.

Presents some considerations about the variable of "wait-time," a pause after a teacher question so that students can think, or a pause after a student statement.

Rowe, Mary Budd. *Wait-Time and Rewards as Instructional Variables: Their Influence on Language, Logic, and Fate Control.* Alexandria, VA: ERIC Document Reproduction Service, ED 061 103, 1972.

When "wait-times" are extended to three to five seconds, a number of changes occur in student variables. There are increases in the length of the response, the number of unsolicited appropriate responses, student confidence, incidence of speculative responses, incidence of child-child data comparisons, incidence of evidence-inference statements, frequency of student questions, and incidence of responses from "relatively slow" students. The number of teacher questions which do not elicit a response decreases and teacher characteristics change as wait-times increase.

Sparks, Georgea Mohlman. *Inservice Education: The Process of Teacher Change.* Alexandria, VA: ERIC Document Reproduction Service, ED 244 930, 1984.

Nineteen junior high school teachers of English, social studies, and mathematics for low-achieving students participated in a study of the process of teacher change resulting from inservice training in effective teaching techniques. The purpose of the training was to increase student time-on-task and interactive instruction. Results indicate that teachers can make significant changes in their teaching behavior after only 10 hours of training, and that peer observation appears to be more effective in helping teachers change behaviors than trainer-provided coaching.

Stallings, Jane A. *Effective Use of Classroom Time. AEL Occasional paper 013.* Alexandria, VA: ERIC Document Reproduction Service, ED 252 515, 1984.

An outline is presented of organizational procedures that teachers can use to maximize the use of classroom time. Specific guidelines are given on how to give homework assignments, how to communicate expectations regarding student work, how to distribute instructional materials, and how to allocate time among various classroom activities. A summary is presented of major teaching strategies currently being used, and their advantages and disadvantages in the classroom.

Stallings, Jane A. *An Evaluation of the Napa County Office of Education's Follow Through Staff Development Effort to Increase Student Learning Time and Achievement.* Alexandria, VA: ERIC Document Reproduction Service, ED 245 303, 1984.

This report assesses the effectiveness of the Napa County (California) Instructional Skills Staff Development Program, focusing on its impact on student achievement and student engaged rate in classrooms. The program is examined for outcomes in two schools, both with lower socioeconomic students. Nine of the fourteen teachers studies improved or maintained their instructional skills after completing this program. Students in all but one classroom were more attentive during post-test than during pre-test visits.

Thieme-Busch, Carolyn A., and Prom, Sukai E. *Impact of Teacher Use of Time Training on Student Achievement*. Alexandria, VA: ERIC Document Reproduction Service, ED 241 525, 1983.

This inservice training program is designed to increase teachers' effective uses of time. The program is composed of pre-training observations and resulting feedback on needed improvements in classroom behavior; workshops on effective classroom behaviors and strategies; and post-training observations. The evaluation focused on the impact of teacher training on students' reading and math achievement. Also investigated was the relationship between teacher implementation level of classroom behavior variables and student achievement.

Tobin, Kenneth G., and Capie, William. *Wait-Time and Learning in Science. AETS Outstanding Paper for 1981*. Alexandria, VA: ERIC Document Reproduction Service, ED 221 353, 1981.

An understanding of classroom learning requires careful analyses of variables constituting the learning environment. The quality of verbal interaction may directly affect the amount of learning that occurs. Wait-time has a consistent effect on the quality of verbal interaction that occurs in classrooms. Results from several wait-time studies are reviewed, reporting the changes in student/teacher behavior resulting from prolonging wait-time, effects on process variables, effects on science achievement and other variables, and studies related to changing teachers' wait-time behavior.

D. Questioning and Cognitive Instruction

Farrar, Mary Thomas. *Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge*. Alexandria, VA: ERIC Document Reproduction Service, ED 230 516, 1983.

Six question and answer exchanges between a teacher and a student were analyzed to illustrate teachers' intuitive practical knowledge of questioning skills. It is suggested that this knowledge of questioning techniques is systematic and organized and that the teacher draws intuitively from a systematic framework of questioning patterns. A theory of instruction as "joint proposition achievement" is proposed to account for the use of the question/answer format. The question is depicted as a threatening gesture while the response is depicted as one of compliance.

Gooding, C. Thomas, and Swift, J. Nathan. *Modifying Teacher Questioning Behavior in Classroom Interaction*. Alexandria, VA: ERIC Document Reproduction Service, ED 214 769, 1982.

This project investigated the effects of increasing teachers' wait-times on general questioning skills in science teaching. Variables were separated through the use of four treatment groups: one group received instruction in wait-time using a newly developed electronic feedback device; a second received general questioning skills' instruction; a third received both types of instruction; and a comparison group received no instruction of either type. Interaction effects increased significantly for those who had the devices without reading the written materials. The amount of total classroom discussion time with active student participation increased.

Haigh, Neil. *There is More to Teaching Than Meets the Eye: Implications for Teacher Education*. Alexandria, VA: ERIC Document Reproduction Service, ED 220 404, 1982.

Teachers' thinking and thought processes should be regarded as essential subject matter for teacher preparation courses concerned with teaching and teacher effectiveness. The first premise is that a systematic study of particular teaching modes must help students to examine their own and others' beliefs about the nature and relationship of teaching and learning, and ways of analyzing the teaching process. The second premise is that the beliefs about teaching and learning must include those of the teachers who teach the course.

Mahlios, Marc, and D'Angelo, Karen. *Teacher Questions: An Experimental Analysis of the Question Effect Hypothesis.* Alexandria, VA: ERIC Document Reproduction Service, ED 227 062, 1983.

A study examined the effects of three types of teacher questions: literal, interpretive and applied. Findings implied that the kinds of questions teachers ask directly influence the nature of student answers, both in length and in type, and that applied questions lead to greater amounts of feedback during classroom interaction.

Otto, Paul B., and Schuck, Robert F. "The Effect of a Teacher Questioning Strategy Training Program on Teaching Behavior, Student Achievement, and Retention." *Journal of Research in Science Teaching* 20 (September 1983): 521-28.

Six biology teachers and ninety students participated in this study. Results indicate that teachers can be trained to use a systematic questioning technique; trained teachers can employ the technique in classroom settings; and students taught by the technique achieve higher levels and retain knowledge longer than those in control groups.

Picus, Larry, and others. *Teaching Problem Solving: A Research Synthesis.* Alexandria, VA: ERIC Document Reproduction Service, ED 238 875, 1983.

This research identifies important concepts of teaching problem solving skills to students in grades K-12. What problem solving skills are and whether they can be taught, as well as how problem solving can be organized in the curriculum and how it should be taught, are investigated. Major findings include: (1) Students can learn to be better problem solvers through exposure to focused instruction; (2) Direct teaching of problem solving strategies improves these skills in students; and (3) Problem solving objectives are best taught through integration with existing curricula.

Redfield, Doris L., and Rousseau, Elaine Waldman. "A Meta Analysis of Experimental Research on Teacher Questioning Behavior." *Review of Educational Research* 51 (Summer 1981): 237-45.

The meta-analytic technique was used to synthesize experimental research findings on the relationship between level of teacher questioning and student achievement. Results show that gains in achievement can be expected when higher cognitive questions assume a predominant role during classroom instruction.

Werdmann, Anne M., and King, James. "Teaching Teachers to Question Questions." *Reading World* 23 (March 1984): 218-25.

Discusses the shortcomings of teacher preparation in the area of analyzing questions for use with different texts and for different purposes.

Wilen, William W. *Questioning Skills for Teachers. What Research Says to the Teacher.* Alexandria, VA: ERIC Document Reproduction Service, ED 222 488, 1982.

This publication reviews research findings related to the verbal questioning behaviors and practices of teachers. It emphasizes current research related to the impact of questioning practices on student thinking, achievement, and attitudes. A list of teaching suggestions synthesized from a variety of research studies dealing with questioning is presented. These techniques are discussed and analyzed as they apply to improvement of teachers' questioning practices and the impact on learning outcomes. The final section of the monograph is devoted to methods for improving teachers' questioning practices.

II. Teacher Expectations and Student Performance

Beady, Charles H. Jr., and Hansell, Stephen. *Teacher Race and Expectations for Student Achievement.* Alexandria, VA: ERIC Document Reproduction Service, ED 200 659, 1980.

The study described in this paper investigated whether the race of elementary school teachers in Black schools affected teachers' expectations for student achievement and perceptions of ability and effort. A teacher's race was found to influence only expectations for college success. Black teachers expected more of their students to enter and complete college than did white teachers. Black and white teachers did not differ, however, in their perceptions of the ability and effort of their students, nor did they have different perceptions of current student achievement.

Brophy, Jere E. "Research on the Self-Fulfilling Prophecy and Teacher Expectations." *Journal of Educational Psychology* 75 (October 1983): 631-61.

The literature on self-fulfilling prophecy effects is reviewed, with emphasis on its application to in-service teachers and their students. It is concluded that a minority of teachers have major expectations' effects on their students' achievements.

Brophy, Jere E., and Good, Thomas L. *Teacher Behavior and Student Achievement. Occasional Paper No. 73.* Alexandria, VA: ERIC Document Reproduction Service, ED 251 422, 1984.

This paper, prepared as a chapter for the "Handbook of Research on Teaching" (third edition), reviews correlational and experimental research linking teacher behavior to student achievement. It focuses on research done in K-12 classrooms during 1973-83, highlighting several large-scale, programmatic efforts. Attention is drawn to design, sampling, measurement, and context (grade level, subject matter, student socioeconomic status) factors that must be considered in interpreting this research and comparing the findings of different studies.

Brophy, Jere E., and Good, Thomas L. "Teachers' Communication of Differential Expectations for Children's Classroom Performance: Some Behavioral Data." *Journal of Educational Psychology* 61 (1970): 365-74.

This paper looks at classroom communication, expectation, student-teacher relationship, teacher attitudes, teacher behavior, classroom observation techniques, grade 1 interaction, teacher influence, and teaching style.

Brophy, Jere E., and Good, Thomas L. *Teacher-Student Relationships: Causes and Consequences.* Alexandria, VA: ERIC Document Reproduction Service, ED 091 495, 1974.

This book describes the individual differences in students that make impressions on teachers, the ways that such impressions lead teachers to form attitudes and expectations regarding different students, and the ways that these teacher attitudes and expectations begin to affect teacher-student interaction patterns. To understand the psychological impact of schooling on individual students, it is necessary to observe teachers and students during their day-to-day activities in schools. The psychological research that has been conducted in classroom settings is examined.

Bryant, Brenda L. *Shaping Teacher Expectations for Minority Girls. A Teacher Training Module*. Alexandria, VA: ERIC Document Reproduction Service, ED 217 100, 1981.

This is a training module designed to help teachers convey expectations that lead to academic success among students, especially minority girls. The module was based on the recognition that low teacher expectations have contributed significantly to many minority girls failing to achieve as much academic success as other students in American schools. The module consists of three units, each of which contains (1) suggested steps for teaching the content; (2) opening exercises to introduce concepts and ideas; (3) resource information; and (4) group activities.

Buriel, Raymond. "Teacher Student Interaction and Their Relationship to Student Achievement: A Comparison of Mexican-American and Anglo-American Children." *Journal of Educational Psychology* 75 (December 1983): 889-97.

This study examines teachers' interactions with fourth- and fifth-grade Mexican American (n=40) and Anglo American (n=59) students who were similar in terms of socioeconomic background, level of academic achievement, and English proficiency. The relationship of these interactions to students' achievement is also examined.

Clifford, Margaret M. *The Effect of Physical Attractiveness on Teacher Expectation. Final Report*. Alexandria, VA: ERIC Document Reproduction Service, ED 056 348, 1971.

In this study, a 5th grade student's report card was attached to a photo of either an attractive or unattractive child. Teachers completed an opinion sheet indicating their best estimate of: (1) the child's IQ; (2) his peer relationships; (3) the parent's interest in the child's academic achievements; and (4) the student's potential educational attainments. Results show that teacher expectations are significantly higher for the attractive child than for the unattractive child. The author suggests that teachers make a conscious effort to compensate for their "natural" bias against less attractive children.

Clifton, Rodney A. "The Effects of Students' Ethnicity and Sex on the Expectations of Teachers." *Interchange on Educational Policy* 12 (1981-82): 31-38.

A study examining the relationships among students; ethnicity, sex, teacher expectations, and academic achievement indicates that teacher expectations, which are sometimes based on sex and/or ethnic stereotypes, affect student academic achievement.

Coates, Brian. "White Adult Behavior Toward Black and White Children." *Child Development* 43 (March 1972): 143-54.

White male adults held more negative attitudes towards Black children than white children, whereas white female adults expressed no difference between the two races. On trait ratings of the children following the training session, both white males and females rated Black children more negatively than white children.

Cooper, Harris M. *A Historical Overview of Teacher Expectation Effects*. Alexandria, VA: ERIC Document Reproduction Service, ED 239 176, 1983.

Examines research on teacher expectations and student performance. Teacher expectations are categorized into three types: assessments of ability, predictions of progress, and natural discrepancies between teacher estimates and actual student performance. Expectations can have the effect of self-fulfilling prophecy or of sustaining expected performance levels. These expectations are communicated in the classroom through student and teacher interactions. In general, higher achieving students tend to receive more feedback and teacher interaction time than lower achieving students, resulting in the likelihood of sustaining expectation effects.

Cooper, Harris M. "Pygmalion Grows Up: A Model for Teacher Expectation Communication and Performance Influence." *Review of Educational Research* 49 (Summer 1979): 389-410.

Research on the effects of teacher expectations on student performance is reviewed. A model is proposed, based on previous research, or where more speculation is involved, on identifiable hypotheses.

Cooper, Harris M., and others. "The Importance of Race and Social Class Information in the Formation of Expectancies About Academic Performance." *Journal of Educational Psychology* 67 (April 1975): 312-19.

Topics addressed include Retention, Prose, Directed Reading Activity, Learning Processes, Recall (Psychological), Higher Education, Comparative Analysis, and Reading Skills.

Cooper, Harris M., and others. *Understanding Pygmalion: The Social Psychology of Self-Fulfilling Classroom Expectations.* Alexandria, VA: ERIC Document Reproduction Service, ED 182 642, 1979.

This paper examines the effects of teacher expectations on student performance. Research indicates that teachers frequently use negative affectively valenced feedback on low expectation students as a mechanism for interaction control, while high expectation students frequently receive feedback based on their effort expenditure. These different evaluation contingencies lead to a lesser belief on the part of lows than highs that effort will influence academic outcomes. Differences in effort-outcome covariation perceptions may lead lows to less persistence and more failure than highs, thus sustaining poor performance.

Crowl, Thomas K. *White Teachers' Evaluations of Oral Responses Given by White and Negro Ninth Grade Males.* Alexandria, VA: ERIC Document Reproduction Service, ED 058 239, 1970.

This study sought to find out if teachers' evaluations of the content of an oral response would change if the content of the response were held constant while the speech characteristics of the student giving the response were varied. Analyses showed that responses containing the same wording were rated significantly lower when given by Black students than when given by white students. There were significant differences among ratings assigned by individual teachers and among ratings received by individual students of the same race, but no significant relationship existed between individual teachers and a student's race.

Daly, John A., and Suite, Amy. "Classroom Seating Choice and Teacher Perceptions of Students." *Journal of Experimental Education* 50 (Winter 1981-82): 64-69.

The impact of seat position on teachers' initial judgments of students was investigated. Students sitting forward in the classroom were regarded more favorably than those at the rear. Results indicated a significant effect for seating and a three-way interaction between chosen seat, sex, and grade.

DeMeis, Debra Kanai, and Turner, Ralph R. "Effects of Students' Race, Physical Attractiveness, and Dialect on Teachers' Evaluations." *Contemporary Educational Psychology* 3 (January 1978): 77-86.

Based on taped samples of students' speeches, 68 white elementary school teachers rated subjects on personality, quality of response, and current and future academic abilities. Black students, Black English-speaking students and unattractive students were rated consistently lower. Academic failure may result from evaluations based on race and dialect, rather than actual performance.

Denbo, Sheryl. *Improving Minority Student Achievement: Focus on the Classroom.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1988.

A four to six month training program designed to increase teacher understanding of the ways that teacher expectations affect minority student achievement. Fourteen specific teaching behaviors are organized under three major categories: climate variables, teaching variables and response opportunities. The program includes a training manual containing objectives, activities and materials as well as lectures, discussion questions, group exercises and participant information sheets.

Dupuis, Victor L. and Badiali, Bernie J. "Classroom Climate and Teacher Expectations in Homogenously Grouped Secondary Schools." *Journal of Classroom Interaction* 23 (1987-1988): 28-33.

This study examined the extent to which teachers' expectations for student performance were different in "high" and "low" ability tracks. It also examined the classroom climate in each classroom. Suggestions for improvement are found in the study's conclusion, which states that teachers are often controlling, restrictive, and inhibiting.

Dusek, Jerome B. "The Bases of Teacher Expectancies: A Meta-Analysis." *Journal of Educational Psychology* 75 (June 1983): 327-46.

A meta-analysis of 77 studies on teacher expectancies led to the conclusion that student attractiveness, conduct, cumulative folder information, race, and social class were all related to teacher expectancies. Student gender and the number of parents at home were not related to teacher expectancies.

The Effects of an Orientation to Sociolinguistics on the Perceptions of Teaching Candidates. Alexandria, VA: ERIC Document Reproduction Service, ED 173 292, 1979.

A report is given of an investigation examining the influence of student dialect and ethnicity on teachers' expectations of academic performance. The theme of this course was that language prejudices are socially based and, while dialect forms may be different, these dialects are functional in communication. Results of this investigation indicate that dialect has a significant effect on teaching candidate expectancy of learners' academic behaviors.

Gollub, Wendy L., and Sloan, Earline. "Teacher Expectations and Race and Socioeconomic Status." *Urban Education* 13 (April 1978): 95-106.

This article synthesizes research findings that establish the relationship between teacher expectancy effect and the social evils of poverty and prejudice.

Good, Thomas L. "How Teachers' Expectations Affect Results." *American Education* 18 (December 1982): 25-32.

Discusses several research studies which show that what teachers expect of their pupils is usually what they get from them.

Good, Thomas L. *Research on Teacher Expectations.* Alexandria, VA: ERIC Document Reproduction Service, ED 249 587, 1984.

Teachers' attitudes, expectations, and behavior have significant practical effects on student achievement. It is clear that many teachers vary sharply in their interaction patterns with high- and low-achieving students. Explanations for this differential teacher behavior in the complexity of the classroom setting; the ambiguous nature of student performance; and the teachers' beliefs about causality (their ability to cause or to influence student performance). Research suggests that differential teacher behavior toward low-achieving students encourages student passivity as a consequence of role confusion.

Good, Thomas L. "Teacher Expectations and Student Perceptions: A Decade of Research." *Educational Leadership* 38 (February 1981): 415-22.

Data on teacher expectation research have revealed that some teachers treat high- and low-achieving students differently and that teachers' expectations appear to be associated with student achievement.

Good, Thomas L., and Brophy, Jere E. "The Self-Fulfilling Prophecy." *Today's Education* 60 (April 1971): 52-3.

Teacher attitudes in the classroom can affect a child's level of accomplishment.

Good, Thomas L., and Brophy, Jere E. "Teacher-Child Dyadic Interactions: A New Method of Classroom Observation." *Journal of School Psychology* 8 (Spring 1970): 131-137.

This paper explains the rationale underlying the coding system, describes the classroom interaction variables subsumed within it, and discusses the special research and consultative advantages offered by this system.

Good, Thomas L., and Dembo, Myron H. "Teacher Expectations: Self-Report Data." *School Review* 81 (February 1973): 247-53.

This article reports on a study of effects on students of high and low teacher expectations.

Granger, Robert C., and others. "Teacher Judgments of the Communication Effectiveness of Children Using Different Speech Patterns." *Journal of Educational Psychology* 69 (December 1977): 793-6.

Teachers evaluated taped speech samples of middle and lower socioeconomic status (SES) Black and white children. Adequacy of task performance was equivalent for all groups, although speech patterns varied as a function of race and social class. White middle SES children were rated and ranked more positively than their counterparts.

Guttman, Joseph, and Bar-Tal, Daniel. "Stereotypic Perceptions of Teachers." *American Educational Research Journal* 19 (Winter 1982): 519-28.

Three studies that investigate the effect of information on teachers' stereotypic perceptions and on their evaluations and expectations of students are reported. The results of the studies indicate that teachers differentially evaluate individuals on the basis of cues of sex or ethnic origin.

Howard, Bessie C. *Learning to Persist/Persisting to Learn.* Washington, DC: The Mid-Atlantic Equity Center, The American Univeristy, 1987 (revised 1989).

This booklet aids educators interested in improving the learning skills and academic self-concept of minority students by helping teachers to: (1) understand why some students fail to successfully complete a task; (2) identify the non-persisting students; and (3) pinpoint curriculum and instructional strategies that can help students to learn to persist.

Jackson, Gregg, and Cosca, Cecilia. "The Inequality of Educational Opportunity in the Southwest: An Observational Study of Ethnically Mixed Classrooms." *American Educational Research Journal* 11 (Summer 1974): 219-29.

A slightly modified Flanders interaction coding system was used to code teacher verbal behaviors with reference to the ethnicity of the student to whom each behavior was directed. A number of statistically significant, substantial and pedagogically important disparities in teacher behaviors were directed toward Mexican American and Anglo students.

Jensen, Mary, and Rosenfeld, Lawrence B. "Influence of Mode of Presentation, Ethnicity, and Social Class on Teachers' Evaluations of Students." *Journal of Educational Psychology* 66 (August 1974): 540-7.

This article examined how social class and stereotypes of Anglo American, Mexican American and Black students affect teacher attitudes and their evaluation of students.

Jeter, Jan T., and Davis, O. L., Jr. "Differential Classroom Interaction in Social Studies as a Function of Differential Expectations of Pupil Achievements." *Journal of Social Studies Research* 6 (Winter 1982): 1-7.

Describes a study which investigated whether differences in teacher verbal interactions with students are a function of achievement expectations and sex differences. Ten fourth grade social studies teachers and 120 students were observed using the Brophy-Good dyadic observation system. Results indicated that achievement expectations, but not sex, influenced teacher interactions.

Lambeth, Charlotte Reed. *Teacher Invitations and Effectiveness*. Alexandria, VA: ERIC Document Reproduction Service, ED 201 678, 1981.

The relationships that exist between perceived teacher behaviors and the achievement of selected secondary students in Virginia, and the relationships that exist between perceived teacher behaviors and curriculum type were determined. Additionally, the relationship between sets of teacher behaviors and achievement were investigated. Five categories of teacher behaviors were examined: caring, respect, interpersonal contact, course organization, and learning environment. Each behavior was tested to see its relationship to achievement. The best single predictor of actual and perceived achievement was caring.

Leiter, Jeffrey, and Brown, James S. *Sources of Elementary School Grading*. Alexandria, VA: ERIC Document Reproduction Service, ED 236 135, 1983.

The objective and subjective determinants that influence the way elementary school teachers grade students were explored. Possible determinants for assigning grades included student acquisition of valuable skills as reflected in standardized test scores. Subjective factors in grading were seen to be teacher bias based upon individual reputations. Factors shaping student achievement included the student's previous grades and general ability, track level, compliance and involvement, and race and gender.

Mazer, Gilbert E. "Effects of Social-Class Stereotyping on Teacher Expectation." *Psychology in the Schools* 8 (October 1971): 373-378.

The results of this study indicate that teachers do perceive a definite pattern of behaviors and attributes that distinguish lower status and middle class students.

McConnell, Shirley. *Teacher Expectations of Black Elementary Students in Integrated Classrooms*. Alexandria, VA: ERIC Document Reproduction Service, ED 223 356, 1982.

These entries center on the effects of teachers' attitudes and behaviors toward Black elementary students in integrated classrooms. The first section cites research on interactions in the classroom, specifically, self-fulfilling teacher expectations and behaviors communicating such expectations. The second section concerns teacher treatment of Black students. The third section focuses on a few studies investigating influences on the academic achievement of Black students. The fourth section cites research related to ways of changing teachers' negative expectations. The document concludes with a summary.

McCormick, Theresa E., and Noriega, Tino. "Low Versus High Expectations: A Review of Teacher Expectations Effects on Minority Students." *Journal of Educational Equity and Leadership* 6 (Fall 1986): 224-34.

The article describes different types of teacher expectations and expectation effects, particularly on minority students. Evidence for the existence of expectation effects, particularly on minority students is reviewed. Descriptions of behaviors associated with teacher expectations are summarized and recommendations are made for enhancing the learning environment for all students.

Rist, Ray C. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review* 40 (August 1970): 411-51.

The interacting forces of poverty-stricken youth, teacher behavior towards these youth, and the influence of this behavior on subsequent academic performance are studied.

Rosenthal, Robert, and Jacobson, Lenore. *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. Holt: NY, 1968.

This book describes an experiment conducted at a south San Francisco school with pupils from kindergarten through the fifth grade. It "Focuses on self-fulfilling prophecy and its effect on child learning. Hypothesizing that children progress in direct relationship with teachers' assumptions that they can and will do so, the authors present supportive anecdotal and statistical research from daily life, medicine, and the behavioral sciences."

Rubovits, Pamela C., and Maehr, Martin L. "Pygmalion Black and White." *Journal of Personality and Social Psychology* 25 (February 1973): 210-218.

This study observed teacher behavior following manipulation of an expectancy regarding student potential. Black students were treated less positively than white students.

Simmons, Warren. "The Relationship between Academic Status and Future Expectations among Low-Income Blacks." *Journal of Black Psychology* 6 (August 1979): 7-16.

The extent to which perceptions of present and future status vary as a function of sex and academic status in low-income Blacks was investigated. The results indicate that, regardless of academic status, males possess higher expectations than females.

Smead, Valerie S. "Self-Fulfilling Prophecies in the Classroom: Dead End or Promising Beginning?" *Alberta Journal of Educational Research* 30 (June 1984): 145-56.

Reviews research on the concept of self-fulfilling prophecies in the classroom, noting some past research difficulties. Presents findings within an interactional framework. Considers teacher and child effects on the relationship of expectations, achievement, and behavior. Speculates on monitoring the expectancy effect over the course of a child's school career.

Smith, Ranene Paulson, and Denton, Jon J. "The Effects of Dialect, Ethnicity and an Orientation to Sociolinguistics on the Perceptions of Teaching Candidates." *Educational Research Quarterly* 5 (Spring 1980): 70-79.

The influence of learner dialect, learner ethnicity, and an orientation to sociolinguistic awareness on preservice teachers' expectations for learners' academic performance was investigated. Results of a study support linguists' recommendations to offer sociolinguistic instruction in teacher preparation programs.

Stevens, Gwendolyn. "Bias in Attributions of Positive and Negative Behavior in Children by School Psychologists, Parents, and Teachers." *Perceptual and Motor Skills* 50 (June 1980): 1282-90.

A sample of parents, school psychologists, and elementary school teachers viewed films of three different children and rated them using a 20 item Likert type instrument. The hypothesis that perceived socioeconomic status and ethnic identification would differentially affect the three rater groups' attributions of positive and negative behavior was supported.

Student Achievement Levels Raised at Chandler High School. Alexandria, VA: ERIC Document Reproduction Service, ED 242 012, 1983.

Chandler High School (Arizona) has reported a dramatic increase in student achievement levels since implementing a number of management, curriculum, and discipline policy changes. Among the program changes that contributed to these gains are: (1) creation of a positive school environment with high expectations for teachers, emphasis on high aspirations for students, a firm discipline policy, and a system to reward academic achievement; (2) districtwide implementation of a management by objectives (MBO) system including district, school building, department, and individual teacher goals.

Tom, David. *Teacher Cognitive Style, Expectations, and Attributions for Student Performance.* Alexandria, VA: ERIC Document Reproduction Service, ED 239 178, 1983.

Research has shown that race, social class, and gender influence teacher expectations of student performance. To investigate teacher expectations for the academic performance and future occupational status of white and Asian elementary school children, teachers completed Budner's Scale of Tolerance Intolerance of Ambiguity, and the paragraph Completion Test. An analysis of the results showed that higher grades and occupational status were expected for middle class than lower class students, and higher grades were expected for Asian students than white students.

Tom, David, and Cooper, Harris. *Academic Attributions for Success and Failure among Asian Americans*. Alexandria, VA: ERIC Document Reproduction Service, ED 246 145, 1984.

Teachers were asked to suggest causes for the successes and failures of students of various social classes, races, and gender. Teachers cited causes for success as internal to the student. The more similar the student's background to the teacher's, the more likely the teacher was to "count" the student's successes and "discount" the failures. Lower class students showed the least favorable attribution pattern. Asians showed more favorable attributions than lower class students, but less favorable patterns than middle class whites.

Washington, Valora. "Racial Differences in Teacher Perceptions of First and Fourth Grade Pupils on Selected Characteristics." *Journal of Negro Education* 51 (Winter 1982): 60-72.

Compared Black and white teachers' attributions of positive and negative characteristics of Black and white students. Found that girls, especially white girls, were perceived more positively than boys, and that both Black and white teachers perceived Black students more negatively than they perceived white students.

Williams, Frederick, and others. "Relations Between Language Attitudes and Teacher Expectancy." *American Research Journal* 9 (Spring 1972): 263-77.

One of the most practical implications of this research is that the study of language variations in children, particularly minority group children, should be introduced into the curricula of teacher training.

III. Tracking, Ability Grouping, and Individual Instruction

Abadzi, Helen. "Ability Grouping Effects on Academic Achievement and Self-Esteem in a Southwestern School District." *Journal of Educational Research* 77 (May-June 1984): 287-92.

The effects of ability grouping on the achievement and self-esteem of fourth-grade students were assessed through regression-discontinuity analysis. Standarized achievement test scores showed an increase in the high-ability students after one year. No significant differences were assessed in self-esteem.

Achilles, Charles M., and others. *A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area*. Volume II. Alexandria, VA: ERIC Document Reproduction Service, ED 220 968, 1982.

Volume II presents research conducted in the former New Castle County (Delaware) School District to discover whether the overrepresentation of minority students in special education and lower academic groupings that occurred from 1979 to 1982 resulted from discriminatory practices. Problems were noted in grouping and tracking policies and practices, remedial programs, special education program administration and curriculum, and community support and communication. Ten appendices provide further data, copies of the questionnaires and relevant published articles.

Achilles, Charles M., and others. *A Study of Issues Related To Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area*. Volume III. Alexandria, VA: ERIC Document Reproduction Service, ED 220 969, 1982.

This study compares the effects that variables other than race have on suspensions, including student socioeconomic status, sex, and class rank as well as school enrollment size and percentage of minority students. Analysis using ratios and percentages indicates that not only minority students, but also males, high school students receiving Aid to Families with Dependent Children, and senior high school students in lower class ranks, are all overrepresented in suspensions. The author recommends that the schools and the community work on the entire area of discipline rather than on discipline in relation to any one factor.

Amato, Josephine A. "Social Class Discrimination in the Schooling Process: Myth and Reality." *Urban Review* 12 (Fall 1980): 121-30.

Examines two factors in social class bias in schooling: (1) the bias of school personnel as reflected in teacher classroom behavior and ability grouping decisions; and (2) the schools' meritocratic ideology.

Anderson, Lorin W., and Pigford, Aretha. "Teaching Within-Classroom Groups: Examining the Role of the Teacher." *Journal of Classroom Interaction* 23 (1987-1988): 8-13.

This article examines the teacher's contribution to the indirect effect that within-classroom grouping has on student achievement. Two distinct types of groups (ability groups and peer work-groups) are discussed and recommendations are made for effective use of within-class grouping.

Becker, Henry Jay. *Addressing the Needs of Different Groups of Early Adolescents: Effects of Varying School and Classroom Organizational Practices on Students from Different Social Backgrounds and Abilities.* Report No. 16. Alexandria, VA: ERIC Document Reproduction Service, ED 291 506, 1987.

This study addresses the issue of how different school organizational patterns affect the academic learning of students of different backgrounds and abilities. Using data from the Pennsylvania Educational Quality Assessment (EQA), the study examines how instructional specialization, between-class ability grouping, within-class ability grouping, and grade span affect the achievement of students from low to high SES backgrounds.

Bernagozzi, Tom. "The New Cooperative Learning and One Teacher's Approach." *Learning* 16 (February 1988): 38-43.

A teacher describes how he modified a cooperative learning approach featuring heterogeneous grouping for his elementary school class; he covers setting up teams, teaching a lesson, managing the evaluation/scoring system, and the approach's pitfalls and benefits. A list of resources and suggestions are presented.

Butler, Joan M., and others. *Differences in Achievement and Time-on-Task with Homogeneous and Heterogeneous Ability Grouping of Second Graders.* Alexandria, VA: ERIC Document Reproduction Service, ED 289 589, 1987.

An exploratory, comparative study of the achievement differential of 186 homogeneously and heterogeneously grouped second graders examines performance levels in reading and mathematics.

Byrne, Barbara M. "Adolescent Self-Concept, Ability Grouping, and Social Comparisons: Reexamining Academic Track Differences in High School." *Youth and Society* 20 (September 1988): 46-67.

Examines latent mean differences in the results of a number of self-concept measures of low and high track suburban Canadian high school students. Suggests that low track students may compensate for their negative academic experiences by emphasizing social popularity.

Dawson, Margaret M. "Beyond Ability Grouping: A Review of the Effectiveness of Ability Grouping and Its Alternatives." *School Psychology Review* 16 (1987): 348-69.

This paper discusses negative consequences for students placed in low ability classes and presents some alternative grouping and instructional practices which have been proven effective in heterogeneous classrooms.

Eder, Donna. "Ability Grouping as a Self-Fulfilling Prophecy: A Micro-Analysis of Teacher-Student Interaction." *Sociology of Education* 54 (July 1981): 151-62.

This paper examines the nature and extent of differences in the learning contexts of ability groups in a first-grade classroom. Observation, interviewing, and analysis of video-taped interaction during group lessons were used to identify major behavioral differences across groups and crucial processes within groups. Findings indicated that less able students were generally assigned to less stimulating groups.

England, Robert E., and others. "Barriers to Equal Opportunity: Educational Practices and Minority Students." *Urban Affairs Quarterly* 23 (June 1988): 635-46.

Examination of the impact of within-school educational practices on minority students between 1968 and 1982 reveals disparities between Black and white and/or Hispanic and white students in ability-grouping placements, disciplinary actions, and graduation ratios. Substantial differences in minority and white teacher/administrative employment practices were also found.

Felmlee, Diane, and Eder, Donna. "Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention." *Sociology of Education* 56 (April 1983): 77-87.

How students' ability group assignments affect their attention spans is examined. Data were gathered from videotaped lessons of first-grade reading groups. Assignment to a low-ability group had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior.

George, Paul. "Education 2000: Which Way the Middle School?" *Clearing House* 62 (September 1988): 14-17.

Discusses several threats to the future of the middle school, including shifting social priorities, shifting enrollments, co-curricular challenges, school building problems, schoolwide tracking and ability grouping, advisor-advisee programs, and the preparation of middle school teachers and administrators.

Goodlad, John I., and Oakes, Jeannie. "We Must Offer Equal Access to Knowledge." *Educational Leadership* 45 (February 1988): 16-22.

Notes the schools' abominable record at promoting the achievement and participation of Black, Hispanic, and poor children—the sector providing most of tomorrow's students. Explores misconceptions about learning and individual differences, condemns grouping and tracking processes for restricting students' access to knowledge, and suggests alternative pedagogical strategies.

Hallinan, Maureen T. "Chapter 1 and Student Achievement: A Conceptual Model." *Studies in Educational Evaluation* 14 (1988): 193-213.

The Chapter 1 compensatory education program and the results of the Title 1 Sustaining Effects Study are discussed. Topics include within-case ability grouping and student achievement, quality and quantity of instruction, teacher expectations, labelling of participants, peer influences, and program eligibility criteria.

Harp, Bill. "What Do We Know Now About Ability Grouping." *Reading Teacher* 42 (February 1989): 430-31.

Reviews research on the practice of ability grouping (the grouping of students for instruction by ability or achievement to create homogeneous instructional groups). Notes several negative effects of ability grouping, and discusses the implications of this research for classroom practice.

Haskins, Ron, and others. "Teacher and Student Behavior in High and Low-Ability Groups." *Journal of Educational Psychology* 75 (December 1983): 865-76.

This interview and observational study examined differences in the behavior of teachers and students in high- and low-ability reading groups within 20 kindergarten and first grade heterogeneous classrooms. The purpose was to determine if intraclass ability grouping interferes with the academic development of low-income and minority students.

Hiebert, Elfrieda H. "The Context of Instruction and Student Learning: An Examination of Slavin's Assumptions." *Review of Educational Research* 57 (Fall 1987): 337-340.

Slavin's 1987 review of research of between- and within-class ability grouping on achievement of elementary students is discussed, and its assumptions examined. It is suggested that recent theory and research make the Slavin review most useful from the perspective of historical analysis.

Hollifield, John. *Ability Grouping in Elementary Schools*. Alexandria, VA: ERIC Document Reproduction Service, ED 290 542, 1987.

This ERIC Digest summarizes Robert E. Slavin's 1986 comprehensive review of research on the different types of ability grouping in elementary schools. Slavin examines evidence on the achievement effects of five comprehensive ability grouping plans in elementary schools: ability grouped classroom assignment, regrouping within grade level for reading and mathematics, regrouping across grade levels for reading, grouping according to performance rather than age, and within-class ability grouping. The digest summarizes the effects found, and presents Slavin's recommendations for schools and teachers regarding ability grouping.

Kulik, James A., and Kulik, Chen Lin C. "Effects of Ability Grouping on Student Achievement." *Equity and Excellence* 23 (Spring 1987): 1-2, 22-30.

Examines the effect of within-class and between-class ability groupings on the academic achievement of gifted secondary level students. Results showed that gifted students accomplished more academically than they would have if they had been taught in heterogeneous classes.

Lake, Sara. *Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.* Alexandria, VA: ERIC Document Reproduction Service, ED 303 553, 1988.

Cooperative learning and heterogeneous ability grouping meet many of the goals of middle grade education while avoiding the discriminatory effects of tracking and homogeneous grouping. Poor and minority students are overrepresented in lower track classes, and are, therefore, more likely to be denied equal access to education. Tracking and ability grouping have been found to be a major force for resegregation of supposedly integrated schools. Cooperative learning is the most frequently recommended model for mixed ability grouping. Implementation of heterogeneously grouped classroom techniques requires inservice training for teachers and administrative support.

Lake, Sara. *Update on Tracking and Ability Grouping.* Alexandria, VA: ERIC Document Reproduction Service, ED 274 708, 1985.

This paper is a review of literature on tracking, a controversial educational practice. Low track placement definitely correlates to minority background and/or low socioeconomic status. Once in a low track, students rarely switch track after grade three. By the end of the primary grades, students are set into rigid ability tracks correlating to their race and socioeconomic status. The effects last even longer than the school years.

Noland, Theresa Koontz, and Taylor, Bob L. *The Effects of Ability Grouping: A Meta-Analysis of Research Findings.* Alexandria, VA: ERIC Document Reproduction Service, ED 269 451, 1986.

The study reported in this paper quantitatively integrates recent research findings on ability grouping. Meta-analysis was used to statistically integrate the empirical data. The major findings of this were that ability grouped students had the same cognitive outcome scores but lower affective outcome scores than students, non-ability grouped. The findings indicated that the practice of ability grouping does not increase student achievement, and that ability grouping has adverse effects on students' self-concept.

Oakes, Jeannie. *Keeping Track: How Schools Structure Inequality.* New Haven, CT: Yale University Press, 1985.

Tracking reflects the class and racial inequalities of American society and helps to perpetuate them. The book discusses the destructive and unfair consequences of tracking, and places the findings within the context of far-ranging differences in student educational attainment. It concludes with suggestions for more equitable methods of structuring learning.

Oakes, Jeannie. *The Reproduction of Inequity: The Content of Secondary School Tracking.* Alexandria, VA: ERIC Document Reproduction Service, ED 278 946, 1982.

A study of secondary English and mathematics classes indicated that, reflective of class inequalities in the larger society, students in higher tracks were exposed to more and higher status knowledge, better instructional quality, and more positive social relationships than those in lower tracks, who were mostly poor and minority students.

Oakes, Jeannie. *Tracking and Inequality Within Schools: Findings From a Study of Schooling*. Alexandria, VA: ERIC Document Reproduction Service, ED 187 814, 1980.

After reviewing the importance of understanding tracking in terms of academic achievement and educational inequality, this paper describes a study that explored the day to day educational experiences of students in tracked classes and in heterogeneously grouped classes. The investigation focused on curricular content, instructional practices, and social interactions at different track levels in secondary school English and language arts classrooms. In the paper, the theoretical basis of the study is discussed, sampling and data collection procedures are described, and the study's results are presented in detail.

Oakes, Jeannie. *Tracking in Secondary Schools: A Contextual Perspective*. Santa Monica, CA: Rand Corporation, 1987.

This article explores the school and societal contexts of tracking. The introduction includes a brief review of tracking practices, assumptions, and evidence of effects. The author raises several hypotheses to account for tracking's effects and its persistence as school practice.

Persell, Caroline Hodges. *Testing, Tracking and Teachers' Expectations: Their Implications for Education and Inequality. A Literature Review and Synthesis*. Alexandria, VA: ERIC Document Reproduction Service, ED 126 150, 1976.

The question examined extensively in this document is why socioeconomic status and race are related to academic achievement. While most explanations look to the cognitive or cultural deficiencies of lower class and minority students, this volume considers an alternative explanation. While many examples could be considered, three are scrutinized here in depth, namely IQ testing, the structural arrangement of tracking, and teachers' expectations and behaviors. The evidence reviewed supports the assertion that schools substantially help to create and legitimize inequalities between children.

Piel, John A. *Developmental Pacing as an Alternative to Ability Grouping in a Primary Setting*. Alexandria, VA: ERIC Document Reproduction Service, ED 285 640, 1987.

Proposes developmental pacing as an alternative to ability grouping for instructional purposes. Cognitive developmental grouping (CDG) organizes students in terms of similar learning styles and takes into consideration the child's intellectual maturation rather than performance within a particular curriculum package. Guidelines are offered for designing developmentally appropriate instruction.

Slavin, Robert E. "Ability Grouping and Its Alternatives: Must We Track?" *American Educator: The Professional Journal of the American Federation of Teachers* 11 (Summer 1987): 32-36, 47-48.

Reviews research on student grouping, focusing on these types: tracking, grouping within classes (reading and mathematics), ability grouping for just one or two subjects, and classes for the gifted and handicapped. Asserts that ability-grouped class assignment is the most harmful form.

Slavin, Robert E. "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis." *Review of Educational Research* 57 (Fall 1987): 293-336.

Review of research of between-class and within-class ability grouping on the achievement of elementary students. Ability grouping appears most effective for specific subjects with students remaining in heterogeneous classes most of the day. Cross-grade assignment for selected subjects can increase achievement.

Slavin, Robert E. "Developmental and Motivational Perspectives on Cooperative Learning: A Reconciliation." *Child Development* 58 (October 1987): 1161-67.

Reviews research on developmental and motivational perspectives on cooperative learning. Presents a theory which reconciles these perspectives and emphasizes the role of group rewards for individual learning in motivating students to provide high-quality assistance to their groupmates.

Slavin, Robert E. "Grouping for Instruction: Equity and Effectiveness." *Equity and Excellence* 23 (Spring 1987): 1-2, 31-36.

Reviews briefly the research on achievement effects of the following: 1) ability-grouped class assignment; and 2) student grouping alternatives that would accommodate learning differences among students. Discusses instructional effectiveness of those alternatives and their potential impact on segregation.

Slavin, Robert E. "Synthesis of Research on Grouping in Elementary and Secondary Schools." *Educational Leadership* 46 (September 1988): 67-77.

Certain grouping arrangements in elementary and secondary schools appear to be instructionally effective for students, but the psychological drawbacks may offset any advantages. The relative benefits and disadvantages of within-class grouping and between-class grouping are discussed, along with the problems of ability grouping.

Slavin, Robert E., and Madden, Nancy A. *Effective Classroom Programs for Students at Risk*. Alexandria, VA: ERIC Document Reproduction Service, ED 288 922, 1987.

This paper examines research on classroom programs for elementary school students who are at risk for learning problems. The full range of alternative classroom organization models designed to meet the needs of low-achieving or heterogeneous classes is explored in an attempt to discover which type of program is most effective and why. This review focuses on the specific, comprehensive programs beneficial to the achievement of students who are at risk and that are replicable at other schools.

Spencer, Carol, and Allen, Michael G. *Grouping Students by Ability: A Review of the Literature*. Alexandria, VA: ERIC Document Reproduction Service, ED 302 326, 1988.

Grouping students homogeneously by ability level is a common practice in public middle and secondary schools. This practice persists despite research evidence that it actively hinders students' learning. To change grouping practices, however, concurrent changes must be made in the design of schedules, curriculum, and instruction. Such changes can be made in ways compatible with many effective teaching and learning practices that characterize the middle school.

Swartzbaugh, Phil. "Eliminating Tracking Successfully." *Educational Leadership* 45 (February 1988): 20.

Describes a Fall 1984 cooperative learning project at a Phoenix, Arizona junior high school involving three sections of mixed-ability student groupings in reading, English, and math. At year's end, all academic levels (particularly remedial students) in the mixed-ability classes fared better than their counterparts in the tracked classes. By 1987-88, tracking was totally disbanded.

IV. School and Classroom Climate/Student Motivation and Self-Concept

A. General

Blumenfeld, Phyllis C., and others. "The Formation and Role of Self Perceptions of Ability in Elementary Classrooms." *Elementary School Journal* 82 (May 1982): 401-20.

Discussing research on the effects of developmental differences, task characteristics, teacher feedback, and classroom management and organization on children's perceptions of their abilities, this article speculates on whether and how these perceptions influence children's behavior. Implications of this research for classroom practice are also suggested.

Chang, Alice F., and others. "The Relationship of Student Self-Esteem and Teacher Empathy to Classroom Learning." *Psychology: A Quarterly Journal of Human Behavior* 18 (Winter 1981): 21-25.

This paper investigates the influence of teacher and student personality on learning. Empathy levels were determined for 12 graduate teaching assistants, while 447 college students completed a self-esteem measure. Positive correlations were found between self-esteem and academic performance, and among objective and perceived empathy and self-esteem on all criteria.

Chodan, Diane. "Teaching Courtesy." *Momentum* 9 (December 1978): 31-33.

There is no need to develop a special unit on courtesy. Everyday activities and situations offer ample opportunity for its practice; children will imitate adults' good manners.

Clarke, Penney. "Can We Teach Children To Care?" *History and Social Science Teacher* 19 (October 1983): 53-54.

Because research shows that children model themselves after the adults around them, the importance of the teacher as a role model is emphasized. Teachers and students should examine the lives and actions of role models portraying empathic behavior, and children need to become involved in their own prosocial action projects.

Cleveland, Bernard. "Active Listening Yields Better Discussion."*Social Studies* 71 (September/October 1980): 218-21.

Deals with a training program (Teacher Effectiveness Training, T.E.T.) which was designed to teach effective communication skills to teachers. Among the most basic of communication skills is active listening. Presents tips to teachers on how to encourage active listening.

Coffman, Stephen L. "Empathy as a Relevant Instructor Variable in the Experiential Classroom." *Group and Organization Studies* 6 (March 1981): 114-20.

Studied whether there are positive relationships between student perceptions of instructor empathy and perceived learning outcomes. Students (n=615) in an interpersonal communication class responded to questionnaires in two succeeding quarters. Data analysis supported previous research that empathic teacher behavior facilitates more meaningful learning experiences. Described interpersonal skills and learning outcomes.

Cooper, Pamela J., and Galvin, Kathleen M. *Improving Classroom Communication. The Talking and Writing Series, K-12: Successful Classroom Practices.* Alexandria, VA: ERIC Document Reproduction Service, ED 233 388, 1983.

This booklet reviews research and presents suggestions designed to improve the classroom communication climate. The five sections describe: the process of building a supportive environment to reflect a range of written and oral communication that will enhance learning and self concept; the specific interpersonal competencies teachers need in order to build an interactive classroom; the various teacher roles as information dispensers; environmental issues such as furniture arrangement and room decor; and the barriers to student-teacher interaction.

Crain, Robert, and others. *Making Desegregation Work: How Schools Create Social Climates.* Alexandria, VA: ERIC Document Reproduction Service, ED 264 318, 1982.

This book is the result of a study conducted with 200 high schools in the South to determine what factors make schools effective in educating students and creating a healthy social environment. The book is particularly concerned with improving desegregated high schools and presents specific recommendations for doing so. In general, the book argues for the importance of schools building a "social climate" which is favorable both to learning and adolescent development, including intergroup relations. Discussions of the methodology and technical considerations of the study are included throughout the book.

Crohn, Leslie. *Toward Excellence: Student and Teacher Behaviors as Predictors of School Success. Research Summary Report.* Alexandria, VA: ERIC Document Reproduction Service, ED 242 704, 1983.

This paper looks at the affective domain as it relates to effective schools; more specifically, it explores student self-concept and teacher expectations and attitudes as dependent variables in instructional settings. Student and teacher behaviors as predictors of school success are critically examined. Included in the analysis are factors of school and classroom climate. The paper concludes with recommendations that will move the findings toward implementation; that is, how to improve teacher expectations and attitudes, and how to build positive and realistic self-concepts in students.

Dale, Edgar. *The Humane Leader. Fastback Series, No. 38.* Alexandria, VA: ERIC Document Reproduction Service, ED 088 212, 1974.

This publication examines the importance of humaneness in the schools. It considers the development of courtesy, gratitude, appreciation, and a sense of empathy among individuals. The use of self-discipline to organize time and talent to produce humaneness is discussed. Trends leading toward and away from greater humanization in the schools are also examined. The document concludes with a discussion of how humaneness can begin in the classroom.

Del Polito, Carolyn M. *Teacher Communication in the Classroom: Effects on Student Self-Concept.* Alexandria, VA: ERIC Document Reproduction Service, ED 184 148, 1980.

This paper stresses the idea that teacher communication in the classroom affects the self-concept of students. It begins by reviewing the process of communication and the effect of self-concept on that process by providing and discussing an intrapersonal communication process model. The paper provides an outline for considering levels of empathy that can be utilized by a teacher and a set of general guidelines for self-concept enhancement. It concludes with a selected bibliography for teacher communication in the classroom and the effects it has on student self-concept.

Engstrom, Gerald A. *An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series No. 23.* Alexandria, VA: ERIC Document Reproduction Service, ED 214 891, 1981.

This study sought to more clearly define classroom climate by determining to what extent climate measures teacher characteristics, student characteristics, and classroom characteristics such as curriculum and class size. Evidence from the study indicated that the climate construct is affected by a wide range of variables that merge together in the classroom context, and that the construct is most affected by the variables most proximate to the classroom. The background and beliefs of the students and teachers, and the conditions within the classroom all affect the climate of the class.

Fuller, Mary Lou. *Increasing Self Concept: An Educational Perspective.* Alexandria, VA: ERIC Document Reproduction Service, ED 243 602, 1984.

This monograph is designed to help educators develop a better understanding of children's self-concept, the effects of children's self-concept on their school experience, and ways educators can have a positive effect on self-concept. The first section defines self-concept and presents two case studies; the second discusses factors influencing the formation of self-concept. The effects of self-concept on academic performance are presented in the third section. Suggestions and helpful resources for teachers are included in the fourth and fifth sections.

Gay, Geneva. "Viewing the Pluralistic Classroom as a Cultural Microcosm." *Educational Research Quarterly* 2 (Winter 1978): 45-59.

This paper discusses the interactional dynamics between students and teachers in ethnically and culturally pluralistic classrooms. Two distinct cognitive patterns are shown (analytical and relational), as well as important affective characteristics that result in different classroom behaviors and learning styles.

Grastie, Kay. *What Teachers Can Do When Students Have Problems: A Self-Instructional Unit on Interpersonal Communication - Helpful Styles of Listening and Responding.* Alexandria, VA: ERIC Document Reproduction Service, ED 184 603, 1980.

This two-part learning module provides text and accompanying exercises to assist instructors in employing effective listening and communication techniques in response to students' programs and concerns. Part I describes the communication process between sender and receiver, and discusses the process of active listening by which the instructor provides a feedback mechanism to assure a better understanding of what the student wishes to communicate. Part II provides a group exercise for practicing one-way and two-way communication.

Gray, John M., and others. "Motivating Today's Students: A Symposium." *Today's Education* 70 (November/December 1981): 32-45.

A collection of articles by seven teachers from varied backgrounds stresses the importance of teacher motivation. Flexibility, honesty, a good sense of humor, and an openness to new approaches are important motivating techniques. Practical suggestions are offered for stimulating motivation among students.

Kuykendall, Crystal. *Improving Black Student Achievement By Enhancing Students' Self-Image.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1989.

This booklet helps teachers develop a better understanding of factors which enhance or lower the self-image and academic achievement of Black students. The booklet describes institutional, instructional and attitudinal forces that impede Black students' performance and self-concept, and discusses strategies teachers can use to overcome these barriers.

Lyles, Carolyn. *Teacher Response to Student Effort: The Frequently-Overlooked Key to Success in Teaching.* Alexandria, VA: ERIC Document Reproduction Service, ED 217 493, 1982.

The single most important thing that a teacher can do for a student is to identify and label specifically what the child does right rather than what he or she does wrong. In a new approach, instead of marking every error, the teachers remarked on at least one good aspect of every paper. Gradually, those qualities regarded as desirable appeared more frequently. When a teacher began using positive specific responses to first and second grade students' oral reading, student performance improved rapidly.

Marshall, Hermine H., and Weinstein, Rhona S. "Classroom Factors Affecting Students: Self-Evaluation: An Interactional Model." *Review of Education Research* 54 (Fall 1984): 301-25.

A complex, interactional model of classroom factors that contribute to the development of students' self-evaluations is presented. Factors described are: (1) task structure; (2) grouping practices; (3) feedback and evaluation procedures; (4) motivational strategies; (5) locus of responsibility for learning; and (6) the quality of teacher-student relationships.

Martin, William R. "Teacher Behaviors - Do They Make a Difference? A Review of the Research." *Kappa Delta Pi Record* 16 (December 1979): 48-50, 63.

The author highlights research findings on the behaviors and personal characteristics of teachers which raise student achievement. These include warmth, interpersonal communication skill, orderliness, flexibility, acceptance of students, and sincerity.

Munroe, Mary Jeanne. *Effective Teacher Behaviors as an Avenue to Enhance the Self-Esteem of Teachers.* Alexandria, VA: ERIC Document Reproduction Service, ED 228 162, 1982.

A discussion of how teachers perceive students and interact with them points out that one characteristic of an effective teacher is a high level of interactive skills. Selected teacher behaviors which enhance the quality of teacher-student contacts are discussed. Modeling desirable behavior is a primary responsibility for teachers at all levels, since it provides a basis for establishing a classroom climate of courtesy and trust. Within this framework, other teacher behaviors are considered, such as the critical skills of constructive questioning and creative listening.

Reid, Jill E., and Dunkle, Margaret C. *The Report Card #5: Education and the Teenage Pregnancy Puzzle.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1985

What societal factors contribute to teenage pregnancy? Who is at risk, and what are the costs? This pamphlet addresses the questions and explores the school's role in helping teenage parents continue their education.

Shaffer, Susan Morris. *The Report Card #6: Gifted Girls: The Disappearing Act.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1986.

Reports on research finding and practical strategies for identifying and teaching gifted young women. Issues such as how society limits gifted girls, how gifted girls limit themselves and how to help gifted girls achieve are discussed.

B. Praise, Remediation, Acceptance and Criticism

Brophy, Jere E. "Teacher Praise: A Functional Analysis." *Psychological Review* 88 (March 1981): 93-134.

Teacher praise typically does not function as a reinforcer. Rather, it is reactive to and under the control of student behavior. Its effects must be understood using concepts from attribution and social learning/reinforcement theories.

Bruning, Roger H. *Key Elements of Effective Teaching in the Direct Teaching Model.* Alexandria, VA: ERIC Document Reproduction Service, ED 246 027, 1984.

Summaries and outlines are presented of key elements in effective teaching identified in research studies. These elements are synthesized in a direct teaching model that delineates the characteristics of effective teachers: (1) realistic attitudes toward students; (2) classrooms that are smoothly and almost automatically run; (3) "withitness" (ability to deter disruptive behavior); (4) appropriate seatwork assignments; (5) appropriate homework assignments; (6) clearly defined classroom rules; and (7) praise for students during teacher-initiated contacts.

Buckholz, Richard, and others. "Strengthening the Learning Process." *Vocational Education* 57 (June 1982): 25-34.

In this series of six articles, authors discuss motivating students through praise, using questioning as a teaching method, teaching lazy learners by making them find their own answers, tips on testing, improving reading and study habits, and teaching job-related English to refugees.

Curwin, Rick. "Are Your Students Addicted to Praise?" *Instructor* 90 (October 1980): 61-62.

The author asserts that students can get "hooked" on praise to the point that they limit their creativity and manipulate others in search of it. He notes that teachers too may use praise manipulatively. He suggests ways for kicking this habit, primarily through more objective reinforcement messages. Three educators respond.

King, Edith W., and Milan, Marjorie. *Identifying Promising Practices in Teaching Ethnically Diverse Children in the Elementary School.* Alexandria, VA: ERIC Document Reproduction Service, ED 209 237, 1981.

A study was made of techniques used by teachers of children from widely diverse ethnic backgrounds. From the observations, a profile was drawn of the type of teacher who would be most effective in an ethnically diverse classroom: the teacher who individualizes the entire curriculum for each child and interacts in a positive and supportive manner with each; the teacher who praises and encourages students; the classroom whose decorations reflect the ethnic background of each student; and the teacher who maintains close contact with parents.

Soar, Robert S., and Soar, Ruth M. *Context Effects in the Teaching-Learning Process.* Alexandria, VA: ERIC Document Reproduction Service, ED 237 460, 1983.

A review of research findings on context variables in the classroom and their effects on student achievement provided a framework upon which to base conclusions, including the following factors pertaining to effective teaching: (1) teacher control of the classroom; (2) adjustment of teacher control of learning activities to student abilities; (3) relationship between control of learning tasks and achievement outcomes; (4) implications of positive affect in the classroom environment; (5) relationship of teacher praise to student achievement; and (6) effect of rewards on student performances.

Stringer, Bobbi Rhe, and Hurt, H. Thomas. *To Praise or Not to Praise: Factors to Consider before Utilizing Praise as a Reinforcing Device in the Classroom Communication Process.* Alexandria, VA: ERIC Document Reproduction Service, ED 202 054, 1981.

For praise to have a positive effect on a child's achievement, teachers must be aware of some important research findings. Varying results of early studies on the benefits of praise still indicate one generalization: either praise or criticism is more effective in reinforcing student achievement than is ignoring achievement. Research in the past two decades has indicated more consistently that positive verbal reinforcement leads to improved achievement. Study suggests that students are motivated when they engage in behavior because the behavior itself is rewarding.

C. Nonverbal

Anderson, Janis F. "Instructor Nonverbal Communication: Listening to Our Silent Messages." *New Directions for Teaching and Learning* 26 (June 1986): 41-49.

Nonverbal messages provide information to students about the instructor's preferences for interpersonal support, genuineness and power, and have a direct impact on students' motivation to learn, and their attitudes toward content.

Bradley, Banks, and others. *Focused Observation and Feedback of Nonverbal Behavior: A Report of the Development of an Instrument Designed for Analysis of Teacher Behavior*. Alexandria, VA: ERIC Document Reproduction Service, ED 163 001, 1978.

A systematic procedure for obtaining objective data of nonverbal teaching behaviors focusing on specific behaviors is presented. Teacher behaviors, recorded on video-tape, are studied and evaluated for the following nonverbal behaviors: (1) use of proximity control in maintaining discipline; (2) emphasis on the need for eye contact as a speaker; (3) close proximity with children; (4) impact and effect of direct physical contact; (5) varying the stimuli within the classroom; and (6) impact and effect of teacher nonverbal behavior on the social, emotional, and psychological climate in the classroom.

Curt, Carmen Judith. *Nonverbal Communication in Puerto Rico*, Second Edition, Alexandria, VA: ERIC Document Reproduction Service, ED 258 468, 1984.

This report outlines the contrasts between Puerto Rican and Anglo nonverbal communication patterns and their relevance in the classroom. Teachers are urged to develop ways of making Anglo and Latin American children aware of differences in communication patterns in order to facilitate communication and promote understanding of the cultural identity of both groups.

Feldman, Robert S. "Nonverbal Behavior, Race and the Classroom Teacher." *Theory into Practice* 24 (Winter 1985): 45-49.

Teachers are not always sensitive to the fact that students of different races may possess differing communicative codes. Differences between the nonverbal communication of Blacks and whites are discussed.

Giddings, Louise R. *The History of a Communications Skills Laboratory in the Middle School of New York State School District*, Alexandria, VA: ERIC Document Reproduction Service, ED 276 068, 1986.

An innovative communication skills laboratory, created in 1971 at the middle school of the Greenburgh School District of New York State, focused on nonverbal communication, as well as the language arts and literature. The laboratory was designed to replace an English program that stigmatized low achievers and separated them from their peers. Participants in the workshop outlined the overall goal of the program: to facilitate students' ability to acquire, interpret, evaluate, and communicate knowledge so that they can use that knowledge to deal sensitively and creatively with their environment.

Hughes, James R. "How Do You Behave? Your Nonverbal Actions Are Critical to Student Motivation." *Music Educators Journal* 67 (January 1981): 52-53.

Explains types of nonverbal cues which teachers can use to express high expectations to their students. Briefly considers the ethics of the intentional use of nonverbal motivation.

LaFrance, Marianne. "The School of Hard Knocks: Nonverbal Sexism in the Classroom." *Theory into Practice* 24 (Winter 1985): 40-44.

This article attempts to alert educators to some of the subtle ways female students as a group are "touched" differently from male students, and to show that such contact is likely to have a pernicious effect on women's educational achievement.

Miller, Patrick W. *Nonverbal Communication. Third Edition. What Research Says to the Teacher.* Alexandria, VA: ERIC Document Reproduction Service, ED 293 190, 1988.

Based on the premise that effective teaching depends on successful communication, this booklet discusses the nonverbal dimension of communication. The booklet argues that teachers should be aware of nonverbal communication in the classroom to become better receivers of student messages and to gain the ability to send students positive signals that reinforce learning, and at the same time, become more adept at avoiding negative signals that stifle learning.

Price, Charles L., and Price, Megan S. *Say It With More Than Words.* Alexandria, VA: ERIC Document Reproduction Service, ED 199 597, 1980.

This booklet describes a workshop dealing with various components of nonverbal communication, including environmental setting, proximity, physical appearance, and vocal manner, which influence the information conveyed to others. This workshop, designed for use with classroom teachers and school support personnel (N-12), presents activities which explore the interactions of parent-teacher conferences and teacher-student interactions in the classroom. Examples of body language are illustrated and discussed.

Simpson, Adelaide W., and Erickson, Marilyn T. "Teachers' Verbal and Nonverbal Communication Patterns as a Function of Teacher Race, Student Gender, and Student Race." *American Educational Research Journal* 20 (Summer 1983): 183-98.

The verbal and nonverbal behaviors of 16 first-grade teachers were examined to assess differences based on sex and race of child, and race of teacher. Results indicated that the white teachers directed more verbal and nonverbal praise and correction toward white males, and more nonverbal criticism toward Black males.

Smith, Howard A. "Nonverbal Communication in Teaching." *Review of Educational Research* 49 (Fall 1979): 631-72.

School-related research is reviewed under seven categories of nonverbal communication: environmental factors, proxemics, kinesics, touching behavior, physical characteristics, paralanguage, and artifacts.

Woolfolk, Anita E., and Brooks, Douglas M. "The Influence of Teachers' Nonverbal Behaviors on Students' Perceptions and Performance." *Elementary School Journal* 85 (March 1985): 513-28.

Reviews literature on teachers' nonverbal behavior in the classroom. Focuses on nonverbal expression of teacher expectation, nonverbal expression of attitudes toward certain students, students' perceptions of teachers' nonverbal messages, and the effects of teachers' nonverbal behavior on student attitudes and performance.

D. Parent/Teacher

Comer, James P. "Parent Participation in the Schools." *Phi Delta Kappan* 67 (February 1986): 442-446.

This article describes a model program to increase parent involvement of low-income, minority parents in an innercity school system. The program provides meaningful activities based on parents' interests and strengths, creating a cooperative atmosphere and improved school climate. Parents participate in, among other activities, the teaching of basic academic skills, social skills, and the arts. The benefits experienced included an increase in the trust and mutual respect between parents and schools, a decrease in student behavior problems, an increase in teacher satisfaction and performance, and a significant number of parents continuing their own education.

DeJames, Patricia L. *Effective Parent/Teacher/Child Relationships.* Alexandria, VA: ERIC Document Reproduction Service, ED 189 065, 1980.

Teachers and parents should seek effective ways of developing relationships with children that exert a positive influence on their psychological, mental, and emotional health. The manner in which a child is treated or talked to by parents and teachers contributes to a child's future abilities of coping, solving problems, engaging in decision-making strategies, communicating effectively with peers, and interacting in the adult world. An environment characterized by open communication, positive self-concept, democratic attitudes, and active listening will prevent many problems that children face in their developing years.

Levine, Sally F. *Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.* Alexandria, VA: ERIC Document Reproduction Service, ED 286 168, 1987.

This report examines the differences in cultures and values between the elementary school faculty and that of the student and parent population. The report outlines the problem, discusses implications for students, parents, and teachers, and provides strategies and recommendations.

Sawtelle, Charlotte. *Learning is a Family Affair: A Guide for Parents of Children in Grades 1-6.* Alexandria, VA: ERIC Document Reproduction Service, ED 272 302, 1984.

This guide is intended for parents of children in the first through sixth grade, who want to become involved in their children's education and to help their children develop self-esteem and self-confidence. The discussion focuses on helping children develop responsibility and discipline, building positive attitudes toward school and learning, how to help with homework, and what to do when children have problems at school.

Simich-Dudgeon, Carmen. *Issues of Parent Involvement and Literacy. Executive Summary of the Symposium Held at Trinity College (Washington D.C. June 6-7, 1986).* Alexandria, VA: ERIC Document Reproduction Service, ED 275 205, 1986.

The collaborative symposium on Issues of Parent Involvement and Literacy attempted to reach out to limited-English-proficient (LEP) parents. This was accomplished by providing cultural and language information so that parents could become more knowledgeable about and involved in their children's education. Presentations addressed past and current federal legislation and policy concerning the needs of the language-minority students' community; the forms, objectives, and effects of parent involvement in the schools; how illiteracy is addressed in the United States; materials and methods for teaching the LEP student; and existing programs to promote parent involvement and literacy.

Slaughter, Diana T. and Kuehne, Valerie S. "Improving Black Education: Perspectives on Parent Involvement." *Urban League Review* 11 (Summer-Winter 1987-88): 59-75.

This paper examines a variety of parent involvement programs and explores some key components of each in light of the social and political climate, and the racial and cultural backgrounds of the participants. Changing demographics of American families affects the ability of parents to participate in their children's education. The authors examine programs demonstrated to work with Black and lower income parents, and describes the benefits to students as well as those experienced by parents themselves. Special attention is given to how social policies may support or inhibit parent involvement.

Twilling, Linda, and others. "Reaching out to Hispanic Families through Special Activities." *Perspectives for Teachers of the Hearing Impaired* 6 (January-February 1988): 8-11.

A program that brings educators and Hispanic parents of deaf children into a cooperative relationship and enables families to meet and help each other is described. Suggestions on program planning, enlisting administrative and parental support, making regional connections, presenting workshops, and overcoming language and cultural barriers are included.

V. Culture and Learning Styles

Amodeo, Luiza, and others. "Developing Teacher Efficacy: A Triple Challenge to Professional Development in the 80's." *Action in Teacher Education* 3 (Winter-Spring 1981): 39-44.

The challenge to teacher development in the 1980s focuses on three areas: (1) multicultural education; (2) diagnosis and prescription based on learning styles, as well as on achievement level; and (3) awareness of the differences in function of the right and left hemispheres of the brain.

Bennett, Christine. "Teaching Students as They Would Be Taught: The Importance of Cultural Perspective." *Educational Leadership* 36 (January 1979): 259-62, 264-68.

Differing world views and cultural expectations affect how teachers and students relate to one another.

Bennett, Clifford T., and others. "A Conceptual Framework for Selecting and Evaluating Multicultural Educational Materials." *Journal of Social Studies Research* 8 (Fall 1984): 39-52.

An analysis of definitions of multicultural education shows a patterning around three basic descriptors: (1) affective — e.g., awareness, sensitizing; (2) cognition — basic information on cultures; and (3) function in a pluralistic society. ERIC multicultural documents are analyzed, using this conceptual model.

Boyer, James. *Multicultural Education: From Product to Process*. Alexandria, VA: ERIC Document Reproduction Service, ED 240 224, 1983.

This paper prescribes methods by which educators may move multicultural education from its primary "product" stage to a more sophisticated "process" stage. Part I discusses the rationale of multicultural education in the 1980's and the product and process phases of multicultural education. Part II includes several definitions of multicultural education, summarizes them, and puts multiculturalism into an historical perspective. Competencies necessary for the multicultural staff are discussed in Part III.

Brouillet, Frank B. *An Evaluation Program for Integrated Elementary Schools and Programs*. Alexandria, VA: ERIC Document Reproduction Service, ED 298 217, 1987.

This program focuses on the increasing complexity of implementing school desegration, school integration, and equal educational opportunities for all children and youth in the public schools. It is designed to assist school districts in evaluating the extent to which desegregated elementary schools are developing an integrated educational program. The program may be used with Asian, American Indian, Black and Hispanic children. The author explores critical dimensions of cultural and structural integration.

Cornett, Claudia E. *What You Should Know About Teaching and Learning Styles. Fastback 191*. Alexandria, VA: ERIC Document Reproduction Service, ED 228 235, 1983.

This pamphlet discusses student learning styles and teachers' adaptability to those styles. The five sections describe learning styles by delineating the cognitive, affective, and physiological aspects of those styles; What Determines Learning Style?; The Relationship Between Learning Styles and Teaching Styles; Implications of Brain Research for Learning Style Development; and Adapting Teaching Style to the Learning Situation.

Davidman, Leonard. *Learning Style and Teaching Style Analysis in the Teacher Education Curriculum: A Synthesis Approach*. Alexandria, VA: ERIC Document Reproduction Service, ED 249 183, 1984.

Learning style based education (LSBE) is an instructional approach which forms the basis for a new teaching technique, learning style informed instruction (LSII). In LSBE the instructional decisions teachers make about specific students are heavily influenced by knowledge of the characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment. LSII is a form of instruction in which teachers collect and make use of learning style data on their students.

Deyhle, Donna. "Measuring Success and Failure in the Classroom: Teacher Communication About Tests and the Understandings of Young Navajo Students." *Peabody Journal of Education* 61 (Fall 1983): 67-85.

Navajo Indian children often encounter difficulties in school because their culturally accepted ways of displaying competencies differ from those expected in school environments. Failure to accept or interpret test data may result in poor test results, which teachers perceive as disinterest in academic achievement.

Dunn, Rita S., and Dunn, Kenneth J. "Learning Styles/Teaching Styles: Should They...Can They...Be Matched?" *Educational Leadership* 36 (January 1979): 238-44.

Most teachers can respond to differences in student learning styles. Eighteen elements of learning styles, categorized as environmental, emotional, sociological, and physical are described.

Este, Robert A. *Native Indian Education and Clinical Supervision*. Alexandria, VA: ERIC Document Reproduction Service, ED 252 364, 1984.

This paper introduces the concept of clinical supervision as a formative evaluation tool for "fine tuning" already familiar teaching techniques and explores the implications of ethnocentrism in using clinical supervision in Native Indian education. The clinical supervision cycle is explored and the foundations of a successful clinical supervision experience are examined. Recommendations are presented regarding the acquisition of increased knowledge and expertise in clinical supervision, and awareness of cultural bias.

Even, Mary Jane. "Adapting Cognitive Style Theory in Practice." *Lifelong Learning: The Adult Years* 5 (January 1982): 14-17, 27.

Provides a brief description of cognitive styles, particularly Witkin's model of Field Dependence/Field Independence. Proposes that there is sufficient theory and research in this area for adult educators to adopt into immediate practice.

Foster, Glen G., and others. "Predicting the Educational Bias Effect." *Alberta Journal of Educational Research* 26 (March 1980): 44-50.

Reporting a significant relationship between teacher acceptance of diverse behavior and their resistance to the biasing influence of a deviancy label, this article indicates that academic performance of some children may be affected by the bias effect. Five ways to reduce the negative effects of bias are suggested.

Goldberger, Michael. "Effective Learning through a Spectrum of Teaching Styles." *Journal of Physical Education, Recreation and Dance* 55 (October 1984): 17-21.

Research on teaching is beginning to uncover how teachers create conditions that foster learning. Some ideas about teacher behavior that have been linked to positive learning outcomes are explored. Five teaching styles based on research findings are presented.

Gordon, Edmund W., and others. *Human Diversity and Pedagogy*. Alexandria, VA: ERIC Document Reproduction Service, ED 177 066, 1979.

The document examines aspects of human diversity and their implications for educational research, design, and management. The objective is to foster and create more effective and equal education by better understanding the relationship between personal attributes and educational environment. The material is presented in 15 chapters. The authors conclude that personal dimensions of diversity must be examined and understood in the context of their interaction, and that the most effective development and learning are achieved when diversity variables are in balance.

Gregorc, Anthony F., and Butler, Kathleen A. "Learning is a Matter of Style." *Vocational Education* 59 (April 1984): 27-29.

The authors discuss the results of their study regarding the behavior, values, and attitudes of students and teachers. They found that all individuals possess a particular approach to learning or teaching that is most comfortable for them. Four learning/teaching channels are detailed: concrete sequential, abstract sequential, abstract random, and concrete random.

Guild, Pat Burke, and Garger, Stephen. *Marching to Different Drummers*. Alexandria, VA: ERIC Document Reproduction Service, ED 269 839, 1985.

The individual differences that are labeled as learning styles, teaching styles, leadership styles, and psychological types are clustered together in this book in order to explore the importance of style in education. The book is divided into three parts: a definition of style and background concerning research on style; six different applications of concepts of styles by major researchers; and ways to organize thinking about styles. It raises additional issues such as implementation strategies and staff development. The reader is encouraged to explore the book using his or her own style.

Lamdin, Lois. "Teaching Strategies for Serving Diversely Prepared Students in 'Suffering' or 'Coping' Institutions." *New Directions for Experiential Learning: (Diverse Student Preparation: Benefits and Issues)* 17 (September 1982): 49-60.

The power of the teacher to change the educational environment, and to use the elements of learning atmosphere, methodology, resources, and criteria for evaluation are discussed. Teaching strategies that are truly learner-directed can circumvent the more insidious effects of an uncaring institutional structure.

Mahlios, Marc C. *Field-Dependence Theory: Perspectives on Learning, Teaching, and the Preparation of Teachers*. Alexandria, VA: ERIC Document Reproduction Service, ED 198 116, 1980.

This study investigated patterns of verbal interaction of teachers and students who were matched and mismatched according to field dependent and field independent cognitive styles. The first objective was to answer the general research question: Is there a difference in the patterns of dyadic classroom interaction when the teacher and the student are similar and dissimilar in cognitive style? Teacher-student similarity in cognitive style was examined. The second objective was to search for possible interactions between the cognitive styles of teachers and students and the context of the interaction.

Mamchur, Carolyn. *Translating Learning Style Theory into Classroom Practice: A Way of Increasing Teacher Effectiveness Through the Determination of Individual Learning Styles*. Alexandria, VA: ERIC Document Reproduction Service, ED 236 121, 1982.

The Action Oriented, Reflection Oriented (AORO) observation instrument was designed to help teachers determine their students' cognitive preferences. AORO is a low-inference, systematic observation instrument which requires the teacher to record observed behavior to determine students' learning styles. Action oriented students focus mainly outward toward people and things around them, while reflection oriented students focus primarily inward toward the private world of ideas. AORO may help teachers plan more appropriately by matching curriculum to their students' learning styles.

Marcus, Irwin M. "The Influence of Teacher-Child Interaction on the Learning Process." *Journal of the American Academy of Child Psychiatry* 10 (July 1971): 481-500.

Effects of teachers' race and teaching styles on different reading achievement gains were studied in three groups of children who had completed the first grade and were in a summer language improvement program.

McDonald, Frederick J., and others. *The Effects of Classroom Interaction Patterns and Student Characteristics on the Acquisition of Proficiency in English as a Second Language. Final Report. Volume I.* Alexandria, VA: ERIC Document Reproduction Service, ED 146 202, 1977.

This study determined which patterns of classroom interaction and student characteristics were most highly related to the acquisition of oral proficiency in English. Differences in teaching styles and performances were related to the acquired proficiency of the students, who varied considerably in age, education, and previous experience with English. Teachers used a variety of instructional techniques. Results indicated that teaching style did affect proficiency, particularly for certain types of students.

Moore, Earl J., and Richter, Delores O. *Personal Styles Analysis for Educators. Georgia Comprehensive Guidance.* Alexandria, VA: ERIC Document Reproduction Service, ED 253 534, 1984.

This manual is designed as a staff development instrument for educators to help them discover their personal cognitive and behavioral styles, and to aid them in using this understanding to become more effective teachers and administrators. The greatest strengths and weaknesses of each of the personality types are discussed and ways of becoming more effective are highlighted. A personal characteristics inventory is presented which may be used by an individual to determine personal style. Suggestions are made on how to plan group activities and build teams using personal style profiles.

Morris, Lee, ed., and others. *Extracting Learning Styles from Social/Cultural Diversity. A Study of Five American Minorities.* Alexandria, VA: ERIC Document Reproduction Service, ED 158 952, 1978.

These papers challenge the extent to which experiential backgrounds are used in the context of the school's teaching-learning process. The first paper maintains that many minority students are victims of educational mind sets. Next, research on how Black children learn, and what can be done to educate them more effectively are discussed. The third paper addresses selected problems experienced by most Chicano children upon entering the school culture and presents factors that help teachers design educational approaches to better meet the needs of these students.

Munroe, Mary Jeanne. *Teacher Behavior—Student Learning Style: A Vital Link.* Alexandria, VA: ERIC Document Reproduction Service, ED 228 167, 1983.

Five elements of teaching style which are directly related to effective learning patterns are identified: (1) warmth—monitoring seatwork, communicating awareness of behavior, providing individual assistance; (2) cognitive organization—feedback; (3) orderliness—rules; (4) indirectness—accepting student feelings; and (5) problem solving ability—delving. Each of these teaching styles is discussed as it links with and accommodates the differing learning styles of students and enhances student achievement.

Munroe, Mary Jeanne. *Teaching Strategies for Effective Mainstreaming.* Alexandria, VA: ERIC Document Reproduction Service, ED 213 705, 1982.

If mainstreaming is to be effective, interactions in the mainstreamed classroom should be supportive of students' learning abilities. Since teachers shoulder the major responsibility of effective mainstreaming, they need information and support in using new teaching styles and behaviors. Research studies on teacher attitudes, behaviors, and skills have resulted in findings that provide a model for successful classroom interactions. Some behaviors are easier to incorporate into teaching patterns than others, and allowances must be made for individual teaching styles.

One of a Kind: A Practical Guide to Learning Styles K-6. Alexandria, VA: ERIC Document Reproduction Service, ED 238 855, 1983.

Research on the human brain and the way it processes information has identified differing functions of the left and right hemispheres of the brain. This research supports the theory that students are inclined to learn through different modalities (tactual/kinesthetic, visual, or auditory) and that teaching styles and classroom environments can be modified to meet the needs of different kinds of learners. The guide provides information on indicators and predictors of learning styles and effective teaching strategies for students with particular learning styles.

Pendergrass, R. A. *Strengthening Existing Teaching Styles: A Staff Development Model.* Alexandria, VA: ERIC Document Reproduction Service, ED 204 291, 1981.

Many staff development efforts are based on correcting teachers' deficiencies or weaknesses. In this staff improvement model, individual teaching styles and patterns of behavior were identified, so that they could be used in a more professional way. In determining teaching styles, it is pointed out that there is a quantitative aspect and that many styles will overlap. Following identification of individual teaching styles, the developer tries to meet the teachers at their level, and to modify the content of the inservice improvement program to meet specific needs.

Ramirez, Bruce A., and others. "Culturally and Linguistically Diverse Children: Black Children, Hispanic Children, Asian Children, and Young American Indian Children." *Teaching Exceptional Children* 20 (Summer 1988): 45-51.

Appropriate instruction for culturally and linguistically diverse children requires distinguishing among individual needs related to culture, language, poverty, mobility, and exceptionalities. Presented are suggestions regarding prereferral, assessment, curriculum, parental involvement, and program coordination for Black, Hispanic, Asian and American Indian children who may be at risk for learning difficulties.

Ramirez, Manuel III. *Cognitive Styles and Cultural Diversity*. Alexandria, VA: ERIC Document Reproduction Service, ED 218 380, 1982.

Research indicates that minority students are more "field sensitive" and less "field independent" than non-minority students in their approach to learning. Differences in cognitive styles, which are greatly influenced by cultural and family socialization, must be considered in improving educational programs. A cognitive styles framework would be useful in developing multicultural education that reinforces familiar ways of learning and at the same time encourages flexibility in cognitive style by introducing students to new ways of learning.

Renninger, Ann K., and Snyder, Samuel S. "Effects of Cognitive Style on Perceived Satisfaction and Performance among Students and Teachers." *Journal of Educational Psychology* 75 (October 1983): 668-76.

The influence of matched or mismatched cognitive styles on perceived satisfaction and performance among students and teachers was examined in eight secondary school classrooms comprising 192 students. Results revealed the predicted interaction effect (favoring matched styles) on student perceptions of satisfaction and a similar trend on perceptions of teacher effectiveness.

Saracho, Olivia. "The Relationship between the Teachers' Cognitive Style and Their Perceptions of Their Students' Academic Achievements." *Educational Research Quarterly* 5 (Fall 1980): 40-49.

Both field-dependent and field-independent teachers accurately ranked their students on academic competence, if the students had the same cognitive style. Field-dependent teachers had greater discrepancy scores, and negative ones, when ranking field-independent students.

Smith, Linda H., and Renzulli, Joseph S. *The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.* Alexandria, VA: ERIC Document Reproduction Service, ED 229 444, 1982.

This article focuses on an educational versus psychological definition of learning styles and offers a rationale for matching student and teacher styles based upon this definition. A survey of various matching approaches is provided along with a classification chart that visually differentiates among alternative matching strategies. The Learning Styles Inventory (LSI) by Renzulli and Smith is then described. The instrument provides information about student attitude toward lecture, discussion, drill and recitation, peer teaching, simulation, and projects.

Smith, Linda H., and Renzulli, Joseph S. "Learning Style Preferences: A Practical Approach for Classroom Teachers." *Theory into Practice* 23 (Winter 1984): 44-50.

To develop an educational program that works for every student, it is important to consider that learning style differences do exist and that learning style matching can positively affect achievement. Methods to help teachers assess student preferences are discussed.

Souster, Darrell K. *Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement.* Alexandria, VA: ERIC Document Reproduction Service, ED 222 468, 1982.

This study explored the interaction between teacher style and student achievement. The study aimed to develop an instrument to rate teacher knowledge and understanding of instructional theory and practice as they affect student achievement. Dependent variables were achievement test results as measured by the Canadian Test of Basic Skills (CTBS). Students were classified by their perceptions of their teachers' instructional styles and by socioeconomic status. Analysis revealed that students taught by teachers using an indirect instructional style did significantly better on the CTBS language, reading, and mathematics subtests.

Taylor, Orlando L. *Cross-Cultural Communication: An Essential Dimension of Effective Education.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1987 (revised 1990).

This booklet examines cultural differences that can lead to communication problems in the classroom, and suggests behaviors that affirm rather than devalue a minority student's culture. Since our educational institutions tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance.

Viera, Silvia. *Needed Research in the Fields of Psycho- and Socio-Linguistics as They Relate to the Instruction of Minority Children in the Bilingual Education Programs of North American Schools.* Alexandria, VA: ERIC Document Reproduction Service, ED 134 036, 1976.

This paper discusses the conflict occurring as a result of two languages and their corresponding cultural bases coming into contact in North America, particularly in the context of bilingual education. Difficulty exists in translating awareness of problems such as language interference, cultural shock, and lowered self-image into attitudinal approaches and instructional strategies. What most teachers identify as linguistic and cultural dysfunction in minority students is seen as cognitive and learning dysfunction in students, and teaching and affective dysfunction in teachers.

VI. Educating Black Children

Angel, Norris M. *Teaching Study Skills to the Exceptional Black Student*. Alexandria, VA: ERIC Document Reproduction Service, ED 235 603, 1983.

A rationale for teaching study skills to Black exceptional students is presented along with a suggested instructional approach. The importance of teacher and parent expectations is emphasized, as is the need for developing strategies for nurturing self-esteem, motivation, improved attitudes, and adaptive learning styles in exceptional Black students. Active rather than passive learning is stressed, along with the development of positive attitudes that contribute to the formation of realistic short- and long-term goals and aim at getting students to work above minimum competency levels.

Banks, James A. "Crucial Issues in the Education of Afro-American Children." *Journal of Afro-American Issues* 4 (Summer-Fall 1976): 392-407.

Suggests that the curriculum must be dramatically revised so that Black students will learn how to critically analyze the myths perpetuated by social scientists so that they can learn to gain and exercise power.

Boykin, A. Wade. "Psychological/Behavioral Verve in Academic/Task Performance: Pre-theoretical Considerations." *Journal of Black Education* 47 (Fall 1978): 343-54.

The primary thesis in this article is that Black children, because of their home experiences and cultural factors, are more responsive to variety in teaching and learning formats, and more intolerant of the monotonous ones of their mainstream counterparts.

Boykin, A. Wade. "Reading Achievement and the Social-Cultural Frame of Reference of Afro-American Children." *Journal of Negro Education* 53 (Fall 1984): 464-73.

Describes and assesses different explanations for the low reading achievement level among Afro-American children and critiques traditional attempts to remedy this dilemma. Recommends a holistic approach that fuses cultural differences and social structural approaches to reading, and acknowledges that motivational processes are central.

Boykin, A. Wade. "Task Variability and the Performance of Black and White School Children: Vervistic Explorations." *Journal of Black Studies* 12 (June 1982): 469-86.

Tested hypothesis that task performance of Black children would be positively influenced by increased format variability. Results indicated that (1) Black children had home environments higher in stimulation affordance than the white children, and (2) performance levels increased with variability in task presentation format only in the Black sample.

Brooks, Charlotte K., ed., and others. *Tapping Potential: English and Language Arts for the Black Learner*. Alexandria, VA: ERIC Document Reproduction Service, ED 252 886, 1985.

Intended for teachers of Black students at all levels, this book presents teaching approaches and methods that are known to be appropriate for Blacks and that are based on both research and practice in the areas of language, reading, writing, and literature. Among the topics discussed in the 43 essays are the following: (1) language and the teaching/learning process; (2) learning to talk, learning to read; (3) Black English and the classroom teacher; (4) teacher attitudes and language teaching; (5) deciphering dialect; (6) early childhood development and reading instruction; and (7) using a Black learning style.

Cecil, Nancy Lee. "Black Dialect and Academic Success: A Study of Teacher Expectations." *Reading Improvement* 25 (Spring 1988): 34-38.

Compares teacher expectations for Black children who speak Black Dialect with Black children who speak Standard English. Concludes that teachers expect significantly greater overall academic achievement, reading success, and intelligence from children who speak Standard English.

Chunn, Eva Wells. "Sorting Black Students for Success and Failure: The Inequality of Ability Grouping and Tracking." *Urban League Review* 11 (Summer-Winter 1987-88): 93-106.

Reviews the determinants and selected consequences of academic sorting practices. Concludes that tracking and ability grouping disproportionately affects Black and low-income students by stereotyping them as less intelligent and less able to achieve, which in turn creates low teacher expectations.

Gay, Geneva. "Cultural Differences Important in Education of Black Children." *Momentum* 6 (October 1975): 30-3.

Explores a few of the most obvious differences between the expectations of Black students and schools, relative to learning styles, value systems, communication habits, and interpersonal interactions.

Gay, Geneva, and Abrahams, Roger D. "Does the Pot Melt, Boil or Brew: Black Children and White Assessment." *Journal of School Psychology* 11 (1973): 330-340.

The performance of Black youths in educational and psychological testing situations cannot be assessed adequately without consideration of the particular attitudes, perceptions, and behavioral patterns. The authors discuss Blacks' attitudes toward whites, systems of time allocations, expressions of identity, attitudes toward learning, dissemination of information among Blacks, Black learning styles and maturation processes. Each is discussed further in terms of its manifestation in a testing or assessment situation.

Gilbert, Shirl E. II, and Gay, Geneva. "Improving the Success in School of Poor Black Children." *Phi Delta Kappan* 67 (October 1985): 133-37.

Describes cultural factors that negatively affect the ability of Black students to achieve success in school according to prevailing standards, and suggests using the differences between Black culture and "school culture" positively to develop new means of educating Black students that will enhance the students' chances of success.

Glenn, Beverly Caffee, and McLean, Taylor. *What Works? An Examination of Effective Schools for Poor Black Children. Appendix.* Alexandria, VA: ERIC Document Reproduction Service, ED 216 061, 1981.

This appendix to the study, "What Works? An Examination of Effective Schools for Poor Black Children," identified and described urban schools that were considered effective in providing quality education for economically disadvantaged Black students. It contains a comprehensive bibliography and abstracts of literature related to the study, and includes public education for Black students, school desegregation, school and teacher effectiveness, racism in education, student achievement, curricula for Blacks, educational programs for minorities, and programs for the disadvantaged.

Hale, Janice E. *Black Children: Their Roots, Culture, and Learning Styles.* Alexandria, VA: ERIC Document Reproduction Service, ED 226 077, 1982.

This book examines Black culture and its effects on childrearing, play behavior and cognition, and explores the development of curricula relevant to Blacks. It examines distinctive features of Black life in the United States, emphasizing their West African origin and suggests that Black isolation in American society has allowed Blacks to preserve cultural patterns. Finally, it provides suggestions for shaping educational policy concerning Black children and describes a model early childhood curriculum that stresses the relationship between culture and education.

Harber, Jean R. *Prospective Teachers' Attitudes Toward Black English*. Alexandria, VA: ERIC Document Reproduction Service, ED 181 728, 1979.

This study focused on one of the suggested causes of the poor academic performance evident among many Black, lower socioeconomic status children, namely teachers' attitudes toward Black English. Empirical evidence suggests that speakers of Black English are evaluated as inferior to speakers of Standard English by their teachers. Research indicates that teacher expectancy influences children's achievement. Thus, the teachers' opinions of students based on their non-standard speech patterns may be responsible for poor academic achievement among Black children.

Hilliard, Asa G. III. "The Intellectual Strengths of Black Children and Adolescents: A Challenge to Pseudoscience." *Journal of Non-White Concerns in Personnel and Guidance* 2 (July 1974): 178-188.

Cognitive deficits in Black and other minority children have been assumed, described, and explained. This article presents an overview of this "conversation" and its implication, discusses relevant but often overlooked research, provides additional references and suggests directions for research.

Holland, Laura. "Interview with Kenneth Clark." *Equity and Excellence* 23 (Spring 1987): 6-7.

The winner of the Presidential Medal of Freedom for his contribution to the social sciences discusses the effects that teacher expectations, Black separatism, and desegregation in American schools have upon young people. The major goal of education should be to broaden the perspective of young people. They cannot be truly educated and also be racist.

Lee, Valerie E., and Wilson, Thomas C. *High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?* Alexandria, VA: ERIC Document Reproduction Service, ED 302 892, 1988.

This study investigates a sample of 661 Black eighth graders scoring above the national average in reading proficiency. In separate comparisons with other groups (the Black population scoring below the national average in reading achievement and a sample of white high-achieving students), school characteristics and student academic behaviors were identified that partly explain Black-white achievement differences.

Lewis, Diane K. "The Black Family: Socialization and Sex Roles." *Phylon* 36 (September 1975): 221-237.

This paper examines the socialization literature on three issues: (1) the extent to which socialization patterns express a distinctive Afro-American culture; (2) whether Afro-American and Euro-American child rearing practices offer significantly contrasting bases for differentiating behavior; and (3) the role of cultural processes and macro-structural constraints in defining adult sex roles in Black life.

Lightfoot, Sara Lawrence. "Socialization and Education of Young Black Girls in School." *Teachers College Record* 78 (December 1976): 239-62.

This paper focuses on two potential sources for discovering the educational experience of young Black girls in school: (1) literature on teachers' relationships with young girls in the classroom; and (2) teachers' characteristic reactions to Black children in the classroom.

Miller, LaMar P. "The Strengths of the Black Child." *Instructor* 82 (May 1973): 20-1.

This article lists the cultural strengths that Black children bring to the educational environment.

Morgan, Harry. "How Schools Fail Black Children." *Social Policy* 10 (January/February 1980): 49-54.

Reviews learning patterns of Black children and problems they encounter within the educational system. Author confirms that these children are eager to learn, but teachers and classroom environments are unable to meet their individual needs.

National Conference on Educating Black Children, *A Blueprint for Action*. Alexandria, VA: ERIC Document Reproduction Service, ED 291 839, 1986.

This document presents a set of action-oriented mandates resulting from a conference of Black national and grassroots organizations and associations to discuss ways to improve the education of Black children. The mandates cover the following major issue areas: 1) school administrators; 2) teachers; 3) parents; 4) students; and 5) policy-makers. Strategies for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, which developed the mandates, and a list of institutional funders.

National Conference on Educating Black Children, *A Blueprint for Action II*. Alexandria, VA: ERIC Document Reproduction Service, ED 291 812, 1987.

This document presents a set of action-oriented mandates developed at a conference of Black national and grassroots organizations and associations to discuss ways to improve the education of Black children.

Shade, Barbara J. "Social-Psychological Characteristics of Achieving Black Children." *Negro Educational Review* 29 (April 1978): 80-6.

The purpose of this review is to identify the factors that seem to influence the academic success of Black children in elementary and secondary schools.

Shipman, Virginia C. *Schools Can and Do Make a Difference: Findings from the ETS Longitudinal Study of Young Children and Their First School Experiences*. Alexandria, VA: ERIC Document Reproduction Service, ED 243 984, 1981.

The combinations of factors that enhance or interfere with early grade-school performance were investigated among Black children from Head Start. A major conclusion from the data was that family and child variables are not necessarily associated with exceptionally high or low academic achievement. Overall, the data show that it is not a particular parent, teacher, or child attribute, attitude, or behavior, or a particular social setting that is important, but the cumulative effects of their multiple interactions, and that different clusters of variables appear to be differentially effective for different children.

Smith, Kitty Lou, and Andrew, Lloyd D. *An Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County*. Alexandria, VA: ERIC Document Reproduction Service, ED 294 958, 1988.

The authors studied the values, beliefs, and attitudes of Black students in an intermediate school. The findings indicate the presence of a modified caste system that prevents the majority of Black students from crossing cultural boundaries and achieving academic success.

Strickland, Dorothy S., and Cooper, Eric J., eds. *Educating Black Children: America's Challenge*. Alexandria, VA: ERIC Document Reproduction Service, ED 298 188, 1987.

Papers are addressed to the following topics: "School Policy Formation and Implementation," "Teaching and Learning in the Classroom," and "The Home School Partnership." The final section concludes with keynote presentations from the National Conferences on Educating Black Children.

Woodworth, William D., and Salzer, Richard T. "Black Children's Speech and Teachers' Evaluations." *Urban Education* 6 (July/October 1971): 167-173.

This article examines dialects and how they impact on teacher attitudes toward Black students.

VII. Educating Hispanic Children

Abi Nader, Jeannette. *Talking to Learn: Integrating Classroom Talk with Academic Content for Motivating Hispanic High School Students.* Alexandria, VA: ERIC Document Reproduction Service, ED 296 056, 1988.

The Program for Learning in Accordance with Needs (PLAN) is a college preparation program designed to develop basic skills. The instructional goals of PLAN are: creating a vision of the future, redefining the participant's self-image, and building a supportive community. These goals were supported through a network of teacher behaviors, particularly sociolinguistic strategies imbedded in the teacher's speech, which wove the cultural characteristics of Hispanic students with academic content in an environment that encouraged learning.

Adams, Brian F. *LILAC: A Program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction.* Alexandria, VA: ERIC Document Reproduction Service, ED 285 707, 1987.

The Language Intensive Lab Accelerated Classroom (LILAC) program was developed to address the need for a county-wide, objective-based educational program for non-English proficient (NEP) and limited-English proficient (LEP) Hispanic children in grades K-2. Instruction focuses on language experiences in English, with emphasis placed on readiness concepts for success in the regular classroom and instructional mode.

Arias, Beatriz M. "The Context of Education for Hispanic Students: An Overview." *American Journal of Education* 95 (November 1986): 26-57.

Summarizes current data available on the educational attainment of precollegiate Hispanic students. Reviews factors contributing to the heterogeneity of Latinos and the educational implications of the demographic changes of the last 20 years. The increasing residential segregation of Mexican Americans and Puerto Ricans promotes linguistic isolation that impedes academic attainment.

Campos, Frank. *The Attitudes and Expectations of Student Teachers and Cooperating Teachers Toward Students in Predominantly Mexican American Schools: A Qualitative Data Perspective.* Alexandria, VA: ERIC Document Reproduction Service, ED 234 026, 1983.

Teachers' attitudes and expectations toward students in two predominantly Mexican American schools were investigated. The teachers' middle to upper class backgrounds contrasted with the students' low socioeconomic characteristics. These teachers possessed limited knowledge or experience with these types of students and their parents. Teachers' negative attitudes and low expectations for students are not intentional or malicious: Appropriate inservice and preservice training in teaching in a multicultural setting would translate into positive actions.

Cummins, Jim. "Empowering Minority Students: A Framework for Intervention." *Harvard Educational Review* 56 (February 1986): 18-36.

Presents a theoretical framework for analyzing minority students' school failure and the relative lack of success of previous attempts at educational reform, such as compensatory education and bilingual education. The author suggests that these attempts have been unsuccessful because they have not altered significantly the relationships between educators and minority students and between schools and minority communities.

Gandara, Patricia. "Chicanos in Higher Education: The Politics of Self-Interest." *American Journal of Education* 95 (November 1986): 256-72.

As the Mexican American population grows, the undereducation of Chicanos threatens the functioning of higher education and the economic health of the Southwest. This article offers suggestions for moving more students through the educational pipeline and restructuring undergraduate education to help stem the attrition of Chicanos prior to college graduation.

Garcia, Eugene E. "Attributes of Effective Schools for Language Minority Students." *Education and Urban Society* 2 (August 1988): 387-98.

Discusses program and instructional attributes that characterize effective programs for limited English-speaking elementary students. Emphasizes the importance of bilingual instruction.

Garcia, Eugene E. "Bilingual Development and the Education of Bilingual Children during Early Childhood." *American Journal of Education* 95 (November 1986): 96-121.

Early education of language-minority students has considered linguistic, cognitive, and social attributes of children and schooling contexts. Although far from comprehensive, language-minority education has a broader theoretical and empirical foundation for which present educational practice can be judged and future research can be designed.

Garcia, Eugene E. *Effective Schooling for Language Minority Students. New Focus, NCBE Occasional Papers in Bilingual Education, No. 1.* Alexandria, VA: ERIC Document Reproduction Service, ED 296 582, 1987.

Effective schooling for language minority students takes into consideration both the broader social attributes of effective schooling practices and the specific attributes relevant to language minority students. In some cases, this instruction is characterized by student-to-student communication about academic material, building on culturally relevant interaction strategies and promoting higher-order linguistic and cognitive functioning. Specific effective programs reviewed in this include three Phoenix, Arizona elementary school curricula and the J. Calvin Lauderbach School program in Chula Vista, California.

Garcia, Eugene E., ed. *The Mexican American Child: Language, Cognition, and Social Development.* Alexandria, VA: ERIC Document Reproduction Service, ED 252 329, 1983.

The nine articles are divided into three general topics: language, cognition, and social development. Eduardo Hernandez-Chavez discusses strategies in early second language acquisition and their implications for bilingual instruction. Eugene E. Garcia, Lento Maez, and Gustavo Gonzales examine the incidence of language switching in Spanish/English bilingual children of the United States. The monograph concludes with a discussion by Rosita Daskal Albert of a study of Mexican American children's and teachers' perceptions and interpretations of behavior.

Henderson, Ronald W. *Teacher Relations with Minority Students and Their Families.* Alexandria, VA: ERIC Document Reproduction Service, ED 249 213, 1982.

This module (part of a series of 24 modules) discusses how stereotypical conceptions of minority children and their families may influence teachers' expectations and affect student achievement. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. It includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent, and self-assessment test items. A bibliography and journal articles are included on racial and cultural variations among American families, and the effect of cultural differences on the academic achievement of Mexican American children.

Holtzman, Elsa Hernandez, and others. *Field-Dependence / Field-Independence. Educational Implications for Bilingual Education*. Alexandria, VA: ERIC Document Reproduction Service, ED 187 107, 1979.

An overview of cognitive styles and research in the area of field dependence/field independence within the context of the special needs of Hispanic students is presented. Various studies by Witkin et al. on the dimension of field dependence/field independence required the subject to perceive an item independently of the field or context that surrounds it. Findings regarding developmental trends in field dependence/field independence, origins of this dimension, sex differences, and interpersonal behavior are considered.

Howe, Harold III. "1980 High School Sophomores from Poverty Backgrounds: Whites, Blacks, Hispanics Look at School and Adult Responsibilites." *Research Bulletin* 1 (Fall 1987).

Based on findings from the "High School and Beyond" national longitudinal study conducted in 1980, an agenda is suggested for decision-making within schools that serve Hispanic children. Other suggestions are made based on the idea that an individual school can successfully undertake its own improvement. Examples of successful programs for at risk students are included.

Lyons, James J. *Legal Responsibilites of Education Agencies Serving National Origin Language Minority Students*. Washington, DC: The Mid-Atlantic Equity Center, The American University, 1988.

Highlights key legislation, court rulings and administrative regulations defining the responsibilities of local and state education agencies serving national origin language minority students.

Matute-Bianchi, Maria Eugenia. "Ethnic Identities and Patterns of School Success and Failure among Mexican-Descent and Japanese-American Students in a California High School: An Ethnographic Analysis."*American Journal of Education* 95 (November 1986): 233-55.

Addresses the interrelatedness of the following three variables: 1) ethnicity and ethnic identity; 2) minority status and perceptions of adult opportunities; and 3) effect on school performance of this interrelation. The research draws on fieldwork in an agricultural/suburban community along the central California coast.

Moll, Luis C., and Dias, Stephen. "Change as the Goal of Educational Research." *Anthropology and Education Quarterly* 18 (December 1987): 300-11.

In two case studies, instructional conditions constrained what working class Hispanic students and their teachers accomplished. Certain instructional arrangements ensnare linguistic minority students by not capitalizing fully on their social, linguistic, and intellectual resources. Community based research sites can help to develop the appropriate instructional changes for this population.

National Commission on Secondary Education for Hispanics. *Make Something Happen. Hispanics and Urban High School Reform*. Volume I. Alexandria, VA: ERIC Document Reproduction Service, ED 253 598, 1984.

This document provides an account of the status of Hispanics in innercity public high schools, and recommendations for improving that status. The report provides background data and presents findings and recommendations for improvement. The recommendations stress the importance of improved teaching of both Spanish and English, and the need of Hispanic students to have relationships with caring adults. The Federal role is discussed, and Congress is urged to be more precise about targeting block grant money to students with special needs.

National Commission on Secondary Education for Hispanics. *Make Something Happen. Hispanics and Urban High School Reform*. Volume II. Alexandria, VA: ERIC Document Reproduction Service, ED 253 599, 1984.

The first section contains a comparative, demographic analysis of Hispanic, Black and white populations in the United States, and the total United States population. In addition, it provides profiles of the four major segments of the American Hispanic population: Mexican Americans, Puerto Ricans, Cuban Americans, and other Hispanics. Section II contains statistical tables and graphs that directly support findings presented in the first volume of this report. Section III consists of six essays that are designed to aid in developing school and work programs for Hispanic youth.

National Council of La Raza. *The Education of Hispanics: Status and Implications*. Alexandria, VA: ERIC Document Reproduction Service, ED 274 753, 1987.

Compiles, summarizes and analyzes data on Hispanics from a variety of sources into a single comprehensive and functional reference tool. The publication includes more than 90 tables, graphs and charts, including tables for the ten states with the largest Hispanic populations. The report covers demographics, school enrollment, educational condition, literacy and educational condition of Hispanic adults, post-secondary education, and implications for policy makers.

National Council of La Raza. *The Innovative Education Project: Summary Description of Program Models*. Alexandria, VA: ERIC Document Reproduction Service, ED 299 343, 1988.

The National Council of La Raza has developed five innovative community based demonstration projects to improve the educational outcomes of Hispanics. Three of the projects are designed to address high risk students; the remaining two address the needs of parents and teachers. Each of these projects is designed to be implemented by Hispanic community-based organizations, in cooperation with parents, schools, the business community, and other local organizations.

National Council of La Raza. *School Enrollment Trends: 1981-1985. Perspectivas Publicas. Issue Brief*. Alexandria, VA: ERIC Document Reproduction Service, ED 285 941, 1987.

Using 1985 school enrollment data for persons 3 to 34 years old, this report discusses increases and decreases in overall enrollments by race and ethnicity. Data on school completion rates are also presented. They reveal that the Hispanic population of 3- to 24-year-olds is growing at a faster rate than either Blacks or whites. The analysis also reveals that Hispanic 3- to 4-year-olds and 17- to 24-year-olds are proportionately less likely to be enrolled in school than either Blacks or whites.

Orfield, Gary. "Hispanic Education: Challenges, Research, and Policies," *American Journal of Education* 95 (November 1986): 1-25.

Addresses Hispanic goals for education and the current political situation in which these goals must be pursued. Discusses how the agenda of Hispanic researchers and advocacy organizations is rapidly expanding beyond a traditional focus on language and bilingual education.

Ortiz, Alba A., and Yates, James R. *Characteristics of Learning Disabled, Mentally Retarded, and Speech-Language Handicapped Hispanic Students at Initial Evaluation and Reevaluation*. Alexandria, VA: ERIC Document Reproduction Service. ED 298 705, 1988.

The paper reports the results of a series of studies on the identification and placement of limited English proficient (LEP) Hispanic students. Research findings relate to the referral, assessment, and placement of LEP students in programs for the learning disabled, mentally retarded, and speech and/or language handicapped. The report examines the implications for school practices and policies.

Segan, Frances. *The Effectiveness of Two Strategies to Develop Selected Skills in Bilingual/Bicultural Teachers*. Alexandria, VA: ERIC Document Reproduction Service, ED 209 210, 1981.

A training experiment was made with 40 bilingual/bicultural preservice teachers that compared the effectiveness of two teaching strategies. The students were taught using a self-instructional approach or a cooperative approach. It was noted that the cooperative group scored significantly higher on its ability to write behavioral objectives, to include Puerto Rican cultural elements in the English language, and to plan for a variety of instructional strategies. It is suggested that the learning styles of adult, Spanish-English bilingual teacher trainees tend to be field-sensitive.

So, Alvin Y. *Hispanic Education in the 1980s: Issues and Analyses*. Alexandria, VA: ERIC Document Reproduction Service, ED 270 239, 1985.

This book addresses critical issues of the 1980s regarding the status of Hispanic education of interest to Hispanics, policymakers, and academicians. Part I offers a brief historical review and describes the data set. Part II considers the cultural deprivation perspective, focusing on high-achieving Hispanic language minority students from low socioeconomic backgrounds. Part III probes issues relating to characteristics of high-density, ethnic-minority, barrio schools and bias on the part of both Anglo and Hispanic teachers toward Hispanic students. Part IV examines issues emerging in the early 1980s: impact of language of instruction on educational achievement. Part V synthesizes the implications of the study.

Sosa, Alicia Salinas. "Valued Youth Partnership Program: Dropout Prevention through Cross-Age Tutoring (Summary)." *IDRA Newsletter* (November 1986): 6-8.

The Valued Youth Partnership Program identifies Hispanic junior high and high school students at high risk of dropping out and gives them an opportunity to serve as tutors of younger children. As they tutor, the older students also learn basic skills, develop new positive self-perceptions, and remain in school.

Trueba, Henry T., ed. *Success or Failure? Learning and the Language Minority Student*. New York, New York: Newbury House Publishers, 1987.

Some of the topics that contributors to the volume address are Hispanic achievement, communicative competence, parental perceptions, social and communicative components of language proficiency, and Hispanic children's adaptation to the American school experience.

Trueba, Henry T., and Delgado-Gaitan, Concha. *Minority Achievement and Parental Support: Academic Resocialization through Mentoring*. Alexandria, VA: ERIC Document Reproduction Service, ED 299 339, 1988.

This paper describes the academic socialization of some Chicano and Anglo high school students in an urban Colorado community, and investigates the process through which they acquired the necessary competencies to succeed in school. The paper focuses on the way parents function as agents of academic socialization, especially in their role as mentors.

Valverde, Leonard A. "Underachievement and Underrepresentation of Hispanics in Mathematics and Mathematics-Related Careers." *Journal for Research in Mathematics Education* 15 (March 1984): 123-33.

Hispanic students have disproportionally low participation and underachievement in mathematics and underrepresentation in mathematics-related careers. Research attributes this to policies, practices, and attitudes of school personnel that are incongruent with Hispanic students' values, learning styles, and curriculum needs.

VIII. Reading, Speech, History and Language Arts

Arnold, Janis. "A Shrinking Violet." *Learning* 17 (July-August 1988): 40-42.

A third grade teacher describes her experience of dealing with a child who had reading difficulties. Close work with the student's mother and a reevaluation of how the students were assigned to reading groups lead to a striking improvement in the student's reading performance.

Bikson, Tora Kay. *Minority Speech as Objectively Measured and Subjectively Evaluated.* Alexandria, VA: ERIC Document Reproduction Service, ED 131 135, 1974.

Spontaneous speech performance of ethnically diverse children was investigated by linguistic measures and teacher evaluations. Interview data was collected from 144 elementary school children, comprising equal white, Chicano, and Black subsamples evenly divided among lower and higher grades. Speech evaluators were 60 white teachers. Analyses focused on whether minority children were, or were perceived as, linguistically deficient compared with white age mates. Measures indicate that minority speech performance equalled or excelled white performance, but teachers heard it as significantly inferior.

Blatt, Gloria T. *The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.* Alexandria, VA: ERIC Document Reproduction Service, ED 214 103, 1981.

A longitudinal study examined the classroom environments in which 30 children learned to read. The results showed that teachers were most successful in fostering reading interests when they gave children time to read, used literature to teach reading, or read aloud regularly to their classes. By calling attention to specific books in one way or another, the teachers were able to establish climates in which reading became a significant activity valued by the social community of the classroom in general.

Bozsik, Beverly E. *An Analysis of Responses during Reading Comprehension Lessons.* Alexandria, VA: ERIC Document Reproduction Service, ED 237 935, 1983.

This study examined the types of questions teachers asked and the types of responses they elicited from prestory and poststory portions of reading comprehension lessons. Types of responses were classified as purpose, verification, justification, and judgment. Findings supported previous research showing that low reading groups are asked more textually explicit questions and supply more unsupported responses than do high reading groups. The types of questions asked indicated that while comprehension assessment was taking place, comprehension instruction was not.

Cooper, Grace C. "Everyone Does Not Think Alike." *English Journal* 69 (April 1980): 45-50.

Provides evidence of students' varying cognitive styles. Notes the implications of these differences for English teachers, especially those teaching students from various cultural backgrounds.

Eisenberg, Bonnie. *Women in Colonial and Revolutionary America.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1989.

Designed for middle school students, this is a curriculum unit on the history of women during colonial and revolutionary times from the perspectives of White settlers, Native Americans and Black women. Discussions of women's daily lives and portraits of famous women are integrated into the larger context of political and societal trends of the time. A poster accompanies this curriculum unit.

Emans, Robert. *Teaching Behaviors in Reading Instruction: A Review of the Research and Critique*. Alexandria, VA: ERIC Document Reproduction Service, ED 227 093, 1983.

This paper summarizes research findings on teacher behavior and its relationship to student reading achievement. The research studies identified actual teaching behaviors, included observations of teacher-learner interactions, were limited to elementary school, and were conducted between 1966 and 1972. Subjects covered in the studies include instructional time and student achievement; classroom climate and teacher management; teacher praise and criticism; teacher expectations; teachers' use of questions; and changing teacher behavior through interactive, inservice programs.

Haller, Emil J., and Waterman, Margaret. "The Criteria of Reading Group Assignments." *Reading Teacher* 38 (April 1985): 772-81.

This paper concludes that children's reading ability is not the sole reason behind their placement in particular reading groups, and that teachers also consider such things as their ability to do academic work, work habits, classroom behavior, personality, and, occasionally, their home environment.

Leibowicz, Joseph. "ERIC/RCS Report: Classrooms, Teachers, and Nonstandard Speakers." *Language Arts* 61 (January 1984): 88-91.

The author discusses materials in the ERIC system that explore the effect of teacher attitudes toward student dialects on student language performance. He suggests that teachers recognize the relationship between cultural identity and language use to clear away obstacles to student success.

Meyers, G. Douglas. *Freedom Through Language: Applications of the Ideas of Carl Rogers to the Teaching of Composition*. Alexandria, VA: ERIC Document Reproduction Service, ED 243 120, 1984.

Composition teachers can learn much from the tradition of psychologist and researcher Carl R. Rogers. Placing the direction of the therapeutic process in the hands of the client, Rogers' work focuses on "potentiality," the idea that humans are primed with a potential for self-realization and are endowed with an actualizing tendency to grow and create. Rogers argues that in any interpersonal relationship, individuals have within themselves the capacity to understand and to reorganize, and it is up to a facilitator to create a climate distinguished by acceptance, understanding, and empathy.

Ortiz, Vilma. "Reading Activities and Reading Proficiency among Hispanic, Black, and White Students." *American Journal of Education* 95 (November 1986): 58-76.

Despite large gains in reading proficiency by minorities over the past decade, Hispanic and Black children's reading levels remain significantly lower than whites. This article examines the effects of parent educational level and family reading behaviors on minority and nonminority children.

Reynoso, Wendy Demko. *Blacks, Hispanics, and Asians in the English Classroom: A Linguistic Approach to a Problem*. Alexandria, VA: ERIC Document Reproduction Service, ED 290 166, 1987.

In teaching standard English to non-native students or students with different dialects, teachers must gain the student's trust by demonstrating an egalitarian attitude toward all dialects, and by explaining that the acquisition of a new dialect does not require rejection of the old one. In order to teach written English effectively to non-native speakers and speakers of different American English dialects, teachers must understand the most common areas of divergence between standard and non-standard English, thereby enabling them to diagnose, identify and prescribe solutions for student errors.

IX. Teaching Mathematics and Science

Asbury, Charles A. "Cognitive Factors Related to Discrepant Arithmetic Achievement of White and Black First Graders." *Journal of Negro Education* 47 (Fall 1978): 337-42.

An investigation undertaken to clarify existing research relating relevant cognitive factors to discrepant school achievement of white and Black children indicates that significant differences exist between them. However, studies of discrepant achievement and the prediction of success must employ more specific criteria if results are to be meaningful.

Ascher, Carol. *Increasing Science Achievement for Disadvantaged Students. ERIC CUE Digest Number 25.* Alexandria, VA: ERIC Document Reproduction Service, ED 253 623, 1985.

A number of recent studies have yielded data on the factors affecting disadvantaged students in regard to science achievement, science preparation and the choice of a science career. These include attitudes and aspirations, stereotyping, role models, general academic success, cultural values, and parental influence and support.

Beane, DeAnna Banks. *Mathematics and Science: Critical Filters for the Future of Minority Students.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1988.

An information packet for elementary school teachers and administrators outlining the importance of mathematics and science, exploring the cause of minority student underachievement in these disciplines, and suggesting strategies to increase the participation and achievement of minority students.

Crowley, Michael, and others. *Women and Minorities in Science and Engineering.* Alexandria, VA: ERIC Document Reproduction Service, ED 241 321, 1984.

This report provides a comprehensive overview of the participation of women and minorities in science and engineering (S/E) employment and training. Data within each chapter are presented first for women and then for racial minorities and Hispanics. Among the findings reported are those indicating that despite substantial gains over the past decade, women and minorities are still underrepresented in S/E employment and training, and that their rates of participation in precollege science and mathematics courses and in undergraduate and graduate S/E education are lower than those of men and whites.

Dossey, John A., and others. *Mathematics: Are We Measuring Up? The Mathematics Report Card, Executive Summary.* Alexandria, VA: ERIC Document Reproduction Service, ED 300 207, 1988.

This executive summary presents key findings from the 1986 National Assessment of Educational Progress (NAEP) in mathematics. It is designed to alert leaders in classrooms, families, and councils of government to the state of mathematics education in the United States. The Report presents findings concerning achievement, instructional patterns, technology, course-taking, and attitudes. It summarizes assessment procedures and charts the trends in mathematics proficiency. The report considers implications for instruction in terms of students' perception of mathematics, patterns of classroom instruction, and the place of mathematics in the curriculum.

Hallinan, Maureen T., and Sorensen, Aage B. "Ability Grouping and Sex Differences in Mathematics Achievement." *Sociology of Education* 60 (April 1987): 63-72.

Argues that previous research overlooks the structural and organizational factors that affect sex differences in the mathematics achievement of school children. Examines, in particular, the effect of ability grouping. Concludes that sex is a factor in the assignment of students to ability groups and that males are more likely than females to be assigned to the high-ability group.

Kamin, Leon, and Green, Winifred. *Transcripts From the Southern Regional Council's Symposium on Human Intelligence, Social Science, and Social Policy. Text of Dr. Kamin's Presentation Denying That Proof Exists That IQ Test Scores are Hereditary; How Testing Harms Children; IQ Tests as Instruments of Oppression—From Immigration Quotas to Welfare.* Alexandria, VA: ERIC Document Reproduction Service, ED 084 318, 1973.

This document comprises three presentations focusing on Human Intelligence, Social Science and Social Policy. The first part summarizes findings of extensive research into the question of whether environment has any effect on IQ test scores. The second part argues that grouping reinforces the effects of years of discriminatory treatment in the education of Black children. The third part is the text of Dr. Kamin's afternoon presentation on the history of the United States to support repressive public policy.

Schofield, Hilary L. "Teacher Effects on Cognitive and Affective Pupil Outcomes in Elementary School Mathematics." *Journal of Educational Psychology* 73 (August 1981): 462-71.

A three-stage testing program was used to assess the validity of arguments concerning the relationship emanating from teacher attitudes/achievement leading to pupil attitudes/achievement. Findings indicated that high achievement/attitudes in teachers were related to high pupil achievement.

Shymansky, James A., and Penick, John E. "Teacher Behavior Does Make a Difference in Hands-On Science Classrooms." *School Science and Mathematics* 81 (May/June 1981): 412-22.

This article summarized findings of seven studies dealing with how teacher behavior affects student performance in activity-centered science classrooms at the elementary and junior high school levels. The author concludes that activity-centered classrooms encourage student creativity in problem solving, student independence, and the opportunity for low ability students to overcome their initial handicaps.

Stanic, George M. A., and Reyes, Laurie Hart. *Gender and Race Differences in Mathematics: A Case Study of a Seventh-Grade Classroom.* Alexandria, VA: ERIC Document Reproduction Service, ED 269 261, 1986.

A case study of a seventh-grade mathematics classroom was conducted for three months in 1985-86. The purpose was to investigate factors related to mathematics achievement. The 16 students consisted of 4 Black females, 3 Black males, 5 white females, and 4 white males; the teacher was a Black male. Two tentative conclusions based on the data were: (1) teacher intentionality must be considered in order to understand teacher-student interactions, and (2) differential student outcomes result not only from intended and unintended differential teacher treatment of students, but also from equal teacher treatment of students.

Strauss, Mary Jo. *The Report Card #3: Gender Bias in Mathematics, Science and Technology.* Washington DC: The Mid-Atlantic Equity Center, The American University, 1988.

Highlights recent research which indicates that in school and in the workplace, sex bias inhibits girls and women from reaching their full potential in mathematics, science and technology.

Swift, J. Nathan. *Interaction of Wait-Time Feedback and Questioning Instruction on Middle School Science Teaching.* Alexandria, VA: ERIC Document Reproduction Service, ED 288 626, 1983.

Investigated effects of increasing middle school teachers' (n=40) wait-time on general questioning skills in science teaching. Results from the study showed that monitoring wait-time using an electronic device accompanied by supportive intervention does improve teaching skills.

Tobin, Kenneth G. "The Effect of an Extended Teacher Wait-Time on Science Achievement." *Journal of Research in Science Teaching* 17 (September 1980): 469-75.

This article investigated the effects of variation in teacher wait-time on science achievement for students (n=733) in 11 Australian middle schools. Conclusions provide evidence that the extension of teacher wait-time produces desirable changes in achievement.

Tobin, Kenneth G., and Capie, William. "Relationships between Classroom Process Variables and Middle-School Science Achievement." *Journal of Educational Psychology* 74 (June 1982): 441-54.

Science achievement was found to be significantly related to teacher variables and pupil engagement when teacher waiting-time (TWT) and question quality were manipulated. Pupil attending and generalizing were enhanced by a mean TWT of 3 seconds when questions were relevant, clear, and at varied cognitive levels.

Tobin, Kenneth G., and Capie, William. *The Relationships of Selected Dimensions of Teacher Performance with Student Engagement*. Alexandria, VA: ERIC Document Reproduction Service, ED 194 521, 1980.

Six variables have a significant effect on student engagement rates in middle school science activities: teacher wait-time; quality of teacher questioning; cognitive level of teacher behavior; classroom management; student formal reasoning ability; and student locus of control. Data suggest the importance of formal reasoning ability and locus of control as student attributes that affect engagement. Higher rates of student engagement are associated with higher measures of classroom management and teaching behaviors that are at a higher cognitive level.

Tyree, Eddy, and others. *Mathematics Equity. A Resource Book*. Alexandria, VA: ERIC Document Reproduction Service, ED 237 352, 1983.

Provided in this document is a brief summary of current research on equity mathematics, readings on the topic, and lists of selected programs and resource materials. Each entry contains a summary, materials available and contact persons (with addresses and institution affiliation). Resources listed include books, annotated journal articles, RIE abstracts (with ED numbers), associations, career information, and other materials.

X. Counseling

Baker, Stanley B., and others. *Counselors Sharing Their Skills with a Wider Audience.*. Alexandria, VA: ERIC Document Reproduction Service, ED 235 447, 1983.

This presentation describes three preventive and skill building counseling programs implemented by school counselors in an attempt to share their skills beyond the traditional counseling-on-demand role. The Counselor-Directed Relationship Enhancement Training of Underachieving, Poorly Communicating Students and their Teachers program matched in dyads underachieving students, grades 8-12, and teachers to enhance communication skills. Modest gains and trends favoring RE dyads were reported.

Ford, Robert C. *Counseling Strategies for Ethnic Minority Students.* Alexandria, VA: ERIC Document Reproduction Service, ED 247 504, 1983.

This paper presents a collection of information, experience, and opinion which attempts to broaden counselors' awareness of the needs and concerns of ethnic minority students. The author offers specific counseling approaches and techniques to help provide more relevancy to minority students in ways that do not alienate them. Generalized findings are provided in psychological and cultural areas for Asian Americans, Black Americans, Mexican Americans, and Native Americans.

Garcia, Frank, Jr., and Ybarra-Garcia, Melva. *Strategies for Counseling Hispanics: Effects of Racial and Cultural Stereotypes. Revised Edition.* Alexandria, VA: ERIC Document Reproduction Service, ED 300 687, 1988.

This manual, written for counselors and educators at all levels of education, focuses on multicultural awareness and educational equity. It is intended to acquaint the reader with the difficulty of counseling Hispanics due to manifestations of cultural and racial stereotypes. It stresses the need to change the counseling techniques that have proven ineffective and to try new approaches in dealing with Hispanics and with other racial and cultural minorities. Nineteen strategies for counseling Hispanics are listed.

Grossman, Herbert. *Educating Hispanic Students. Cultural Implications for Instruction, Classroom Management, Counseling and Assessment.* Alexandria, VA: ERIC Document Reproduction Service, ED 261 118, 1984.

This book presents the results of a study entitled "What Counselors, Educators, Psychologists and Others Should Know About the Hispanic Culture in Order to Work More Effectively with Hispanic Students and Their Parents." Approximately 500 people (Hispanic and Non-Hispanics) from 19 states, the District of Columbia, Puerto Rico, Costa Rica, and Ecuador answered a 400-item questionnaire for this study. Results of the study are presented with regard to how they affect the instruction and classroom management of Hispanic students, the assessment of Hispanic students, and the counseling of the students and their parents. A selected bibliography of articles and books about the Hispanic culture and its educational implications is included.

Hilliard, Asa G. III. "Multicultural Dimensions to Counseling and Human Development in an Age of Technology." *Journal of Non-White Concerns in Personnel and Guidance* 13 (January 1985): 17-27.

Focuses on the meaning of culture and technology for counseling and developmental services. Suggests that the profession has failed to respond to cultural realities, and that a full-scale review of professional systems is needed.

McDavis, Roderick T., and Parker, Woodrow M. *Help Ethnic Minorities with Career Guidance. Module CG C-15 of Category C—Implementing. Competency-Based Career Guidance Modules.* Alexandria, VA: ERIC Document Reproduction Service, ED 258 000, 1985.

This learning module deals with helping ethnic minorities with career guidance. The module addresses determining one's own attitudes toward ethnic minorities, career-related consequences of stereotyping ethnic minorities, improving interactions with ethnic minorities, planning for more culturally relevant career guidance materials for ethnic minorities, and communicating more effectively with ethnic minorities. The module consists of readings and learning experiences covering these five topics.

New York State Education Department. *Guidance and Counseling: Ensuring the Rights of Students.* Alexandria, VA: ERIC Document Reproduction Service, ED 270 685, 1985.

Activities which may prove useful to address barriers include: 1) increasing counselors' awareness of cultural differences; 2) analyzing enrollment data to identify disproportionate enrollments in vocational programs; 3) ensuring that counselors can communicate with limited-English and hearing-impaired students; 4) training couselors to identify and remedy discriminatory career guidance practices; 5) reviewing career guidance materials for stereotypes; and 6) developing an affirmative action program for employing minority and handicapped counselors.

XI. Discipline

Bennett, Christine, and Harris, John III. *A Study of the Causes of Disproportionality in Suspensions and Expulsions of Male and Black Students. Part One: Characteristics of Disruptive and Non-Disruptive Students.* Alexandria, VA: ERIC Document Reproduction Service, ED 208 454, 1981.

A study of why disproportionate numbers of male and Black high school students are suspended or expelled examines student and school characteristics and teacher attitudes. The results showed that, while males and Blacks are disciplined more, the imbalance varied among schools in the same district. The authors suggest that school programs should be created that help student disrupters use decision-making strategies to build disrupters' feelings that they do have some control in school.

Chrystal, Charles A. "Teacher Helping Style and Classroom Discipline: How Can We Optimize Effectiveness?" *Pointer* 31 (Summer 1987): 31-34.

The article describes the helping styles (moral, compensatory, medical, and enlightenment) proposed by P. Brickman, et al. and relates them to teachers' disciplinary practices with emotionally disturbed and other disabled students. Factors impeding teachers' ability to provide discipline and curricular methods that support student autonomy and self-discipline are discussed.

Duff, Ogle B., and McClain, Herman J., eds. *Student Concerns: Discipline, Academic Achievement and Community Involvement in a Desegregated Setting. Proceedings (December 13-14, 1979).* Alexandria, VA: ERIC Document Reproduction Service, ED 210 362, 1981.

This collection of conference presentations focuses on the relationships among educational environment, academic achievement, and discipline problems, particularly in desegregated schools. Barbara Sizemore addresses the role of the school community in creating positive learning experiences. William Thomas discusses discipline problems and related strategies. Leonard Beckham focuses on enhancing student self concept and increasing student involvement. Safety and security in a desegregated setting is discussed by Peter Blauvelt, and finally, Gloria Grantham conducts a community advocacy project for minority group students.

Emihovich, Catherine A. "The Color of Misbehaving: Two Case Studies of Deviant Boys." *Journal of Black Studies* 13 (March 1983): 259-74.

Drawing from an ethnographic study of two kindergartens in a magnet school, the author suggests that teachers have different perceptions and expectations of Black and white children who misbehave. She contends that the referral of "problem" Black children to counseling and special classes often occurs as a response to administrative and community tensions over desegregation.

Etscheidt, Susan, and others. "The Effectiveness of Teacher Proximity as an Initial Technique of Helping Pupils Control Their Behavior." *Pointer* 28 (Summer 1984): 33-35.

Close teacher proximity (within three feet) resulted in fewer disruptive responses of a ten year old, suggesting that proximity control may be a useful part of a management plan for disruptive students.

Farrell, Walter C. Jr. "Discipline and School Desegregation." *Negro Educational Review* 35 (April 1984): 63-69.

The discretionary aspects of disciplinary practices coupled with the cultural differences between Black students and their teachers largely explain the racial disparity in disciplinary measures. Many of these differences, based on new frames of cultural and social reference established by Blacks during the 1960s, have not yet been adequately conceptualized or understood.

Guernsey, Marsha A., and Peary, Marjorie. *Classroom Management: Theory into Practice.* Alexandria, VA: ERIC Document Reproduction Service, ED 302 874, 1986.

This paper presents a broad picture of classroom management and offers some practical suggestions for actual classroom implementation.

Przychodzin, Joe. "Improving Classroom Discipline." *Clearing House* 55 (September 1981): 16-19.

The author advocates positive discipline based on teacher behavior which demonstrates self-confidence, courtesy, fairness, respect, and sensitivity.

Rose, Terry L. "Current Disciplinary Practices with Handicapped Students: Suspensions and Expulsions." *Exceptional Children* 55 (November 1988): 230-39.

Several exclusionary discipline practices used with handicapped learners are described. A survey of 253 principals identified the variablity of disciplinary practices, as a function of geographic region, community size, principal's sex and years of experience, grade level, differential rules for handicapped and nonhandicapped students, and types of student behaviors.

Schriro, Dora. *Safe Schools, Sound Schools: Learning in a Non-Disruptive Environment.* Alexandria, VA: ERIC Document Reproduction Service, ED 253 602, 1985.

This monograph is written to help school administrators and policy makers address the question of safe schools by analytically separating what is "school" and what is "society" in order to better understand the real span of the school's control. The central question is: what are the characteristics of safe and effective school systems and what can schools do to become safer and to be perceived as safe? A social organization model of the public schools is provided which examines: the school as a mandatory service provider, school crime and the local community, and school crime and the school itself—its physical and social structures, its social functions, and its learning climate.

XII. Special Education

Fair, George W. "Coping With Double-Barrelled Discrimination." *Journal of School Health* 50 (May 1980): 275-76.

Reasons for and ways to eliminate the overrepresentation of minority groups in special education classes are discussed. Also presented are the need for parent involvement in special education programs and the need for career/vocational training.

Gregory, Donnelly A., and others. *Finding and Nurturing Potential Giftedness among Black and Hispanic Students*. Alexandria, VA: ERIC Document Reproduction Service, ED 298 707, 1988.

The paper discusses the continuing underrepresentation in gifted and talented programs of Black and Hispanic children and the need for early identification and nurturing of gifted Black and Hispanic students.

Hilliard, Asa G III. "Cultural Diversity and Special Education." *Exceptional Children* 46 (May 1980): 584-88.

The author discusses the overrepresentation of Blacks and other minority or culturally different groups in special education classes. This article points out how special education fails and succeeds in dealing with diverse cultural groups.

Johnson, Marilyn J., and Ramirez, Bruce A., Eds. *American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report*. Alexandria, VA: ERIC Document Reproduction Service, ED 294 338, 1987.

The document contains summaries of papers and ensuing discussions presented at a 1985 symposium on exceptional American Indian children and youth.

Ortiz, Alba A., and Garcia, Shernaz B. *A Prereferral Process for Preventing Inappropriate Referrals of Hispanic Students to Special Education*. Alexandria, VA: ERIC Document Reproduction Service, ED 298 701, 1988.

The paper sets forth a process to minimize inappropriate referrals of Hispanic students to special education. The prereferral procedure attempts to identify the sources of a student's learning problem and improve performance by determining student needs. Through careful consideration of teacher, student, curriculum and instruction, related factors, and alternative programs, educators can determine that cultural, linguistic, and other student characteristics have been accommodated prior to recommending referral to special education.

Rodriguez, Richard F., and others. *Issues in Bilingual/Multicultural Special Education*. Alexandria, VA: ERIC Document Reproduction Service, ED 205 366, 1981.

Handicapped children of cultural and linguistic groups different from those of the majority culture are presently unable to attain an appropriate education. Bilingual/multicultural exceptional children are overrepresented in special education classes in comparison to their percentage of the total population, as a result of biased assessment practices. Adequate assessment instruments have not been developed which can fairly assess children of different linguistic or cultural groups. Programs either do not exist or are for children who are identified as requiring special education services.

Warren, Sue Allen, and others. "Teacher Nominations of Minority and Low SES Students for Special Education." *Education* 96 (Fall 1975): 57-62.

Numerous studies indicate that minority group students are more likely to be chosen by educators as learning handicapped. The present study solicited the names of students in need of special education from 203 regular class teachers in a school system with a restricted SES range and which was 99 percent white.

Yancey, Elizabeth. *Increasing Minority Participation in Gifted Programs.* Washington, DC: The Mid-Atlantic Equity Center, The American University, 1983 (revised 1990).

This publication is designed as a resource to assist school administrators and directors of gifted and talented programs in their efforts to increase the participation of minority students in gifted and talented programs. It explores issues related to the current underrepresentation of minority students, including: statistics reflecting underrepresentation of minority students; definitions of giftedness; identification issues and recommendations; descriptions of promising practices/alternative procedures; and recommendations for increasing participation of minority students.

XIII. Bibliographies

Benedict, Marilyn G. *An Annotated Bibliography of the Literature Dealing with Grouping Pupils by Ability in Elementary Classes.* Alexandria, VA: ERIC Document Reproduction Service, ED 279 406, 1986.

Intended for teachers and administrators, this annotated bibliography cites research since 1960 that deals with effects of grouping elementary school students by ability. The 34 annotations are arranged in three categories: research concerned with the effects of ability grouping on students' 1) academic achievement, 2) affective development, and 3) academic achievement and affective development. The research indicates that high-ability grouping and interclass ability grouping is a questionable instructional practice. Researchers supported intraclass ability grouping, but identified potential negative effects on learning outcomes.

Bickel, Vicki L. *Factors Influencing the Achievement of Culturally Different Children.* Alexandria, VA: ERIC Document Reproduction Service, ED 201 560, 1981.

The purpose of this annotated bibliography is to increase awareness among educators of changes needed in the educational system to encourage culturally different children to perform to their fullest potential. Culturally different children are defined as children who differ from the dominant cultural group in ethnicity, race, religion, geographic location, and/or culture. Conclusions are that multicultural education programs often improve academic achievement of culturally different children and that standardized tests often limit their achievement.

Communicating Expectations for Academic Achievement. The Best of ERIC on Educational Management, Number 84. Alexandria, VA: ERIC Document Reproduction Service, ED 290 234, 1986.

The majority of the publications reviewed in this annotated bibliography focus on the principals' role in communicating high expectations for student achievement. Topics include effective instructional leadership techniques, communication patterns and interactions with teachers, understanding the culture of the school, and maintaining a positive school climate.

Darling, Ann L., and Staton-Spicer, Ann Q. *Teacher-Student Interaction in the Classroom: An Annotated Basic Bibliography.* Alexandria, VA: ERIC Document Reproduction Service, ED 289 217, 1987.

Noting that improving teaching effectiveness is a major concern for those working toward educational reform, this annotated bibliography provides references to inform researchers and teachers at all levels about classroom interactions. The 40 references are confined to theory and research on verbal and nonverbal face-to-face interactions between teachers and students.

Gilliss, Geraldine, and Moll, Marita. *Teacher Effectiveness Research. Part II: Special Topics. Bibliographies in Education No. 78.* Alexandria, VA: ERIC Document Reproduction Service, ED 249 193, 1984.

This 723-item bibliography lists materials on teacher effectiveness research published from 1978 to early 1984. The teacher effectiveness research includes studies conducted in the presage-context-process-product tradition to determine relationships between teacher behaviors and student cognitive and affective attainments. The bibliography deals with topics such as: (1) classroom climate, warmth, and enthusiasm; (2) classroom management; (3) direct instruction; (4) expectations; (5) instructional time; (6) mastery learning; and (7) nonverbal behavior.

Holtzman, Wayne H. Jr. *The Influence of Sociocultural Factors on the Achievement and Placement of Limited English Proficient Hispanic Students.* Alexandria, VA: ERIC Document Reproduction Service, ED 261 485, 1985.

The annotated bibliography examines the role of sociocultural factors on the low achievement and special education placement of limited English proficient (LEP) Hispanic children. Topic areas addressed are: ethnic differences in teacher-pupil interactions and their relation to achievement; the relationship of sociocultural variables to achievement; the relationship of sociocultural variables to referral for special education; and the influence of sociocultural factors in special education placement.

Improving Teacher Effectiveness. The Best of ERIC on Educational Management, Number 70. Alexandria, VA: ERIC Document Reproduction Service, ED 233 431, 1983.

This annotated bibliography comprises 13 items in the ERIC system concerning improving teacher effectiveness. Items cited discuss theoretical analyses and strategies including an objectives-based instructional program combined with mastery learning; teacher self-assessment techniques; administrators' role in helping teachers adopt more effective practices; improving teachers' questioning abilities; computer-assisted active learning; coaching of teachers in in-service programs; a competency-based instructional improvement program; and structured conversation as a source of professional growth.

Schon, Isabel. "Hispanic Books." *Young Children* 43 (May 1988): 81-85.

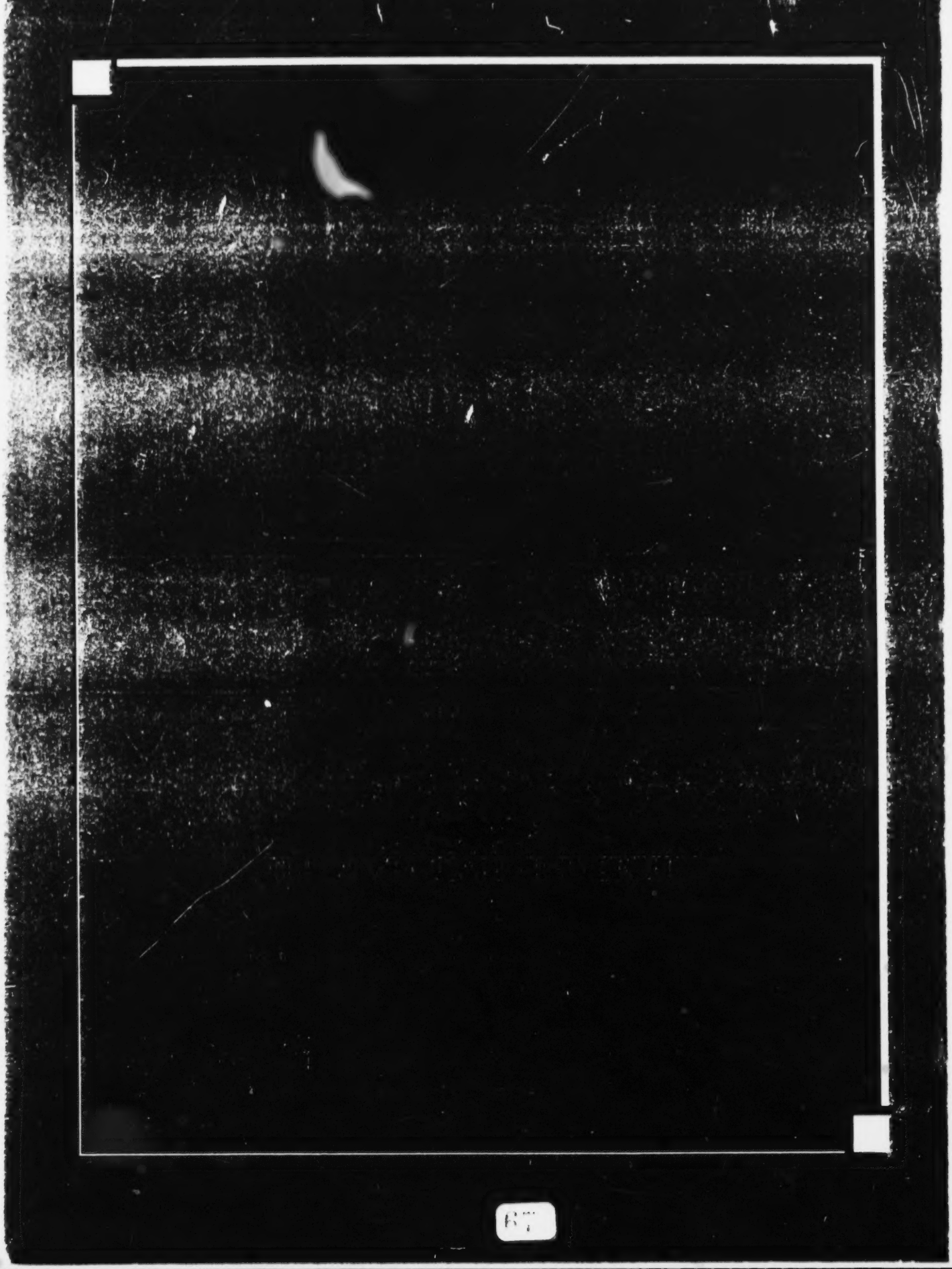
The first of the two annotated bibliographies lists recent professional resources that should assist adults in selecting high quality fiction and nonfiction books in English and Spanish for young Hispanic children. The second bibliography lists books recently published in Spanish which are good for young children.

Scott, James J. *The Social and Organizational Context of Teaching. Annotated Bibliography.* Alexandria, VA: ERIC Document Reproduction Service, ED 287 216, 1987.

This annotated bibliography was prepared to serve as background material for the writing of the synthesis paper, "From Isolation to Collaboration: Improving the Work Environment of Teaching." Items were selected to represent the range of issues that pertain to the social and organizational context of teaching. The selected materials emphasize conditions over which teachers and administrators have some degree of control.

Wilkinson, Cheryl Yelich. *Teacher Interactions with Handicapped and Hispanic Students: An Annotated Bibliography.* Alexandria, VA: ERIC Document Reproduction Service, ED 261 484, 1985.

The annotated bibliography focuses on research regarding teacher interactions with handicapped Hispanic students. Citations and syntheses are grouped along four topic areas: 1) general findings about classroom interactions/expectations and their effects; 2) relationships between ethnicity and classroom interactions/expectations; 3) relationships between handicapping conditions and student/teacher interactions; and 4) relationships between handicapping conditions and teacher expectations.



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